DOCUMENT RESUME

ED 162 070 08 CE 017 692

AUTHOR	Hall, Elizabeth; And Others
TITLE	A Total Community Effort. Dallas K-12 Urban Career Education Project. Final Report.
INSTITUTION	Dallas Independent School District, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	31 Aug 78
NOTE	145p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Academic Achievement; Attendance; Career Awareness; *Career Education; *Community Involvement; Curriculum Development; Elementary Secondary Education; Faculty Development; Fused Curriculum; Needs Assessment; Program Administration; *Program Development; *Program Effectiveness; Program Evaluation; Program Improvement; *Student Development; Urban Areas; Urban Education; Urban Schools

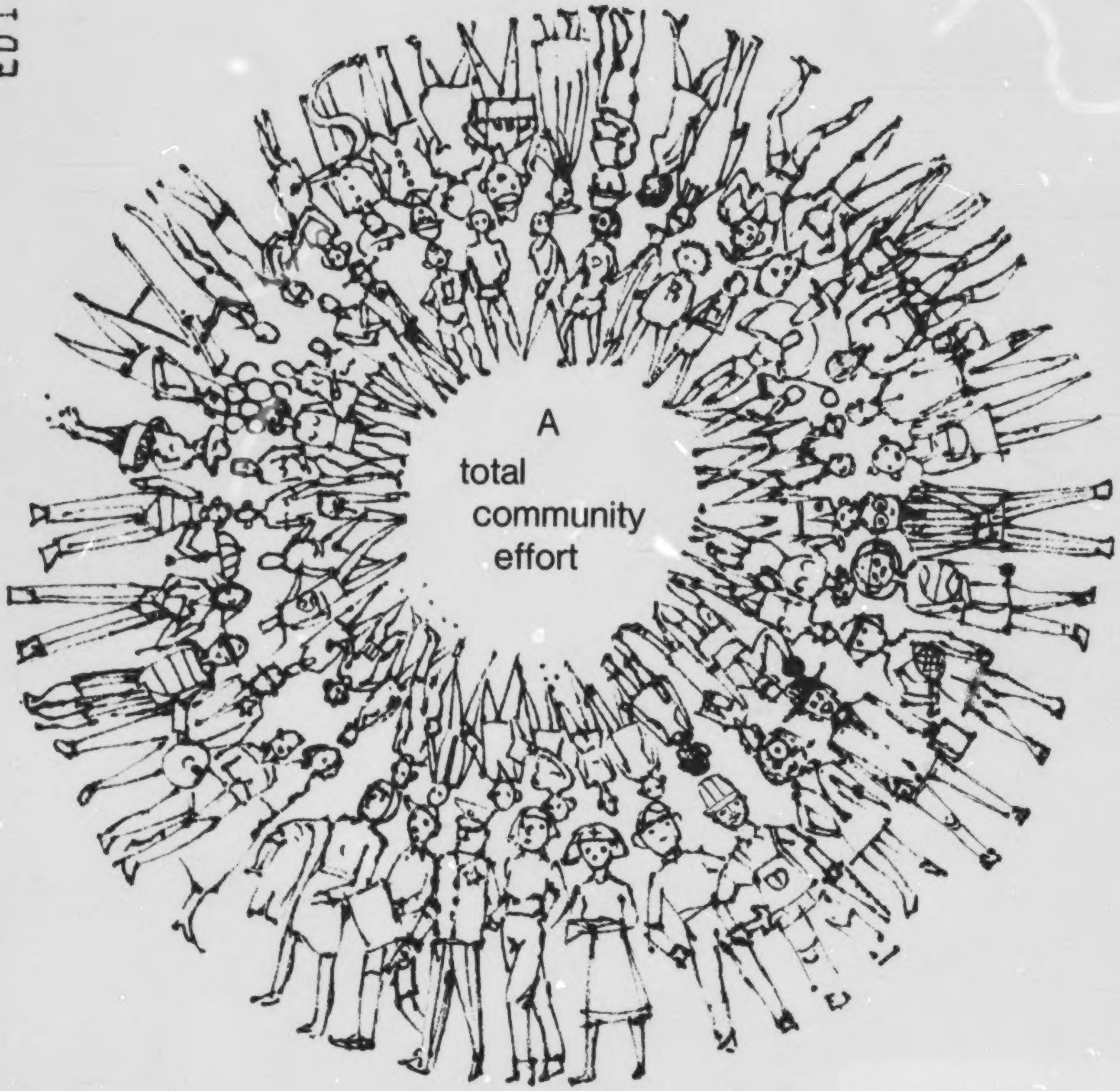
ABSTRACT

The Dallas K-12 Urban Career Education Project was conducted in two phases. Phase I focused on the following objectives: (1) perform an assessment of career education needs; (2) identify and train a cadre of staff members from the fourteen schools participating in the project; (3) identify and/or develop infused career education curriculum for implementation in the project schools; and (4) develop administrative procedures to implement career education in an urban district according to the state plan. Phase II focused on these objectives: (1) produce measurable increases in the academic achievement of inner-city students; (2) produce measurable increases in student development in terms of specified learner outcome goals; (3) improve student attendance in the participating classrooms of the project schools; and (4) increase community involvement in the teaching-learning process. The evaluation design featured both process and product assessments and was conducted to provide information through the comparison of students' control and experimental performance on various test instruments. Based on the data collected, generalizations, conclusions, and recommendations were made. Overall, the project had favorable impact on objectives 1, 2, and 4 of the four specified objectives for phase II. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162070

DALLAS K-12 URBAN CAREER EDUCATION PROJECT



A
total
community
effort

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 017 692

FINAL REPORT/AUGUST 31, 1978

BOARD OF EDUCATION

Bill C. Hunter, *President*

Kathlyn Gilliam, *Vice-President*

Sarah Haskins

Robert Medrano

Bradford N. Lapsley

Jill Foster

Harryette Ehrhardt

Robert L. Price

Gerald M. Stanglin

ADMINISTRATIVE OFFICERS

Nolan Estes
General Superintendent

Larry Ascough
Associate Superintendent
Communications

Rogers L. Barton
Associate Superintendent
Accountability and Development Division

William H. Cotton
Associate Superintendent
Management

Yvonne Ewell
Associate Superintendent
East Oak Cliff Sub-District

B. J. Stamps
Associate Superintendent
Learning

Robert Andrews
Assistant Superintendent
Business Services

Juan Flores
Assistant Superintendent
Multicultural Education

Otto Fridia
Assistant Superintendent
Elementary Learning

Leon Hayes
Assistant Superintendent
East Oak Cliff Sub-District
Principal F. D. Roosevelt

Carlton C. Moffett
Assistant Superintendent
Alternative Learning

Joe M. Pitts
Assistant Superintendent
Finance

George Reid
Assistant Superintendent
Secondary Learning

John J. Santillo
Assistant Superintendent
Personnel Services

William Webster
Assistant Superintendent
Research, Evaluation and Curriculum

Weldon Wells
Assistant Superintendent
Support Services

Tim Beckett
Deputy Associate Superintendent
Support Services

H. B. Bell
Deputy Associate Superintendent
Special Funds Acquisition and Monitoring

Allen R. Sullivan
Deputy Associate Superintendent
Student Services

Robby Collins
Deputy Associate Superintendent
Management

Edward L. Cowens
Deputy Associate Superintendent
Personnel Services

Sandra Malone
Deputy Associate Superintendent
Community Relations

Ruby Morris
Deputy Associate Superintendent
Student Services

Pablo Perez
Deputy Associate Superintendent
Learning Services

Wilma Stewart
Deputy Associate Superintendent
Elementary Learning

The Dallas Independent School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The district policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities. Inquiries concerning the application of Title IX may be referred to either Dr. Ruby Morris, Deputy Associate Superintendent - Student Services for the Dallas Independent School District, whose office is located at 3700 Ross Avenue, Dallas, Texas 75204, telephone number 824-1620, extension 455, or the Director of the Office of Civil Rights of the Department of Health, Education and Welfare, Washington, D.C.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

ACKNOWLEDGMENTS

Publications are always the result of energies expended by many people. Therefore, appreciation must be extended to everyone contributing to this document. Especially, members of the project staff for supplying sufficient input for many chapters.

A note of thanks to Lois Spencer and Maxine Green for typing and retyping drafts of the report. Commendations to Katherine Landes for writing and editing some of the chapters. A special salute to Elizabeth Hall for writing, rewriting, proofing, editing as well as keeping me on schedule. Many of the contentions set forth in the document are the result of our continuous interactions.

Bill Taylor is commended for the cover design and other contributions. A very special tribute is reserved for those persons demonstrating support for the project by participating. Thanks so much to each and everyone for taking the time to care.

Jay Cummings

J. E. Cummings Ph.D.
Project Director

Table of Contents

Page

Chapter One/Introduction 1
- Establishing Believability 10
- Staffing 14
- Responsibilities and Duties 15
- Facilitation (Phase II) 17
- Orientation 18
- Benchmarks of the Project 27

Chapter Two/Developing a Career Education Ideology 28
- Definition of Terms 29
- Curriculum Identification/Adaption 30
- Assigned Basic Learner Outcomes 38
- Staff Development 41
- Preorientation to Staff Development 43
- Implementing the Plan 45
- Conclusions Regarding Staff Development 50
- Community Involvement 51

Chapter Three/Implementing the Plan 56
- The Project Staff 56
- Community Collaboration 57
- Project Action Committee 58
- Higher Education Task Force 61
- Business Task Force 62
- Description of Population 64
- The Students 64
- The Teachers 67
- The Principals 70
- The Parents 71
- Culminating the Implementation 72
- Treatment of Basic Learner Outcomes 72
- Field Trips 79
- Resource Speakers 84
- Shadowing 85
- Internship 86
- Career Seminars 87
- Job Placement 87
- Summary 88

Chapter Four/Managing and Evaluating In Urban School Parameters 90
- Monitoring and Supervising the Infusion Process 90
- Advocacy Relationships 93
- Focus 94
- Outcomes 97
- Serving Unique Educational Needs 99
- Referral System Approach 100
- Non-Traditional Counseling 101
- Group Guidance 101

page

Chapter Five/Generalizing, Concluding and Recommending 104
- Introduction 104
- Treatment of Test Data 105
- Limitations of Study 108
- Generalizations 111
- Conclusions 112
- Recommendations 116
- Discussion: The End or New Beginnings 124

Appendix 126
- Implementation: Communication Relationships 126
- Teacher Evaluation Form (Elementary) 127
- Teacher Evaluation Form (Secondary) 128
- Observation Report 129
- Counselor Involvement 131

Bibliography 132

List of Tables

Table Number	Title	Page
1.	K-12 Urban Career Education Project Management Plan	19
2.	Teacher Grouping for Training	33
3.	Assigned Outcomes K-6	36
4.	Assigned Outcomes 7-8	37
5.	Assigned Outcomes 9-12	37
6.	K-12 Urban Career Education Project Model for Staff Development	49
7.	Years of Public School Experience Project Staff	56
8.	PAC Characteristics	59
9.	Student Participants	64
10.	1975-76 ITBS East Oak Cliff Participating Elementary School Data	65
11.	1975-76 ITBS and ITED East Oak Cliff Participating Middle School Data	66
12.	Senior High School ITED Data	66
13.	Special Situation	66
14.	Distribution of Participants K-12 UCEP By School and Position	67
15.	Personal Characteristics of Participants	68
16.	Professional Characteristics of Participants	68
17.	Parent Training Sessions	71
18.	K-3 Infusions	73
19.	K-3 Infusion of Assigned Outcomes	74
20.	4-6 Infusions	74
21.	4-6 Infusions of Assigned Outcomes	75
22.	7-8 Infusions	75
23.	7-8 Infusion of Assigned Outcomes	76
24.	9-12 Infusions	77
25.	9-12 Infusion of Assigned Outcomes	78
26.	Implementation Outcomes	97
27.	Negative Participation	98
28.	Enthusiastic Participation	98
29.	Analysis of Senior Performance on SHARP	121
30.	Student Performance on K-12 UCEP-CRT	122
31.	Student Performance on ITBS/ITED Reading	123
32.	Student Performance on ITBS/ITED Mathematics	123
33.	Student Performance on MRT Pre-Reading and Quantative	123

CHAPTER ONE

INTRODUCTION

The possibilities inherent in a "how to" manuscript are subject to an increasing amount of debate in educational circles. This situation occurs because many of the prescriptions for urban education result from perceptual and idealistic commentary rendered by an ever increasing number of critics. The K-12 Urban Career Education Project of the Dallas Independent School District represents one facet of a development process--the results of which are grounded in critical school concerns--that offers the documented experiences, activities and events of the major actors in a present-day urban school scenario. While the conclusions and recommendations set forth in this manuscript were evolved from the interactions of many, the ultimate responsibility rests with the authors.

There is nothing mystical, or purely theoretical for that matter, in the pages that follow. However, diligent application of the strategies utilized for systematic program development should enable practicing educators to internalize the lessons in pragmatism. This narrative can serve as the foundation for planning an infused career education curriculum for schools in large metropolitan areas.

As in any major educational undertaking, the ultimate worth of the enterprise awaited documentable results. In conjunction with substantiating data needs were the perceptions of persons for whom services were provided. The K-12 Urban Career Education Project did not differ from this trend, but the successes must be extended to the perceptions of community persons taking an active role. Thus, one observed evidence of the project's worth from various audiences. Provisions were made in the description of objectives and tasks to ascertain these valuable readings. As a result the following objectives determined, to some degree, appropriate tasks for all persons involved in the delivery:

PHASE I

1. Perform an assessment of career education needs to find out:
    a. the measured difference between student development and the standards established by the nine learner outcome goals of the U.S. Office of Education, the Basic Learner Outcomes, and academic norms;
    b. the desire for career education on the part of all community segments; and
    c. the level of awareness and commitment to career education which exists among educators.
2. Identify and train a cadre of teachers, teacher aides, counselors and principals from the fourteen schools selected to participate in the process of infusing career education into the existing curriculum.
3. Identify and/or develop infused career education curriculum for implementation in the project schools by selecting from the infused career education learning modules developed by "Partners in Career Education" and supplementing those modules with additional infused modules prepared by educators during the training process.

4. Develop administrative procedures to implement career education in an urban district according to the state plan.

PHASE II

1. Produce measurable increases in the academic achievement of inner-city students.
2. Produce measurable increases in student development in terms of the nine learner outcome goals for career education identified by the U.S. Office of Education and the Basic Learner Outcomes for Career Education adopted by the Texas Education Agency.
3. Improve student attendance in the participating classrooms of the project schools.
4. Increase community involvement in the teaching-learning process.

Asa G. Hilliard in an article, "New Future Imperatives and Educational Leadership," laments about instances of cosmetic problem-solving. Hilliard suggests that fundamental problem-solving must prevail in our institutions through the following provisions:

> "It goes without saying that Americans must read, count, work, and so forth. It also goes without saying that programs that purport to prepare students in these and other areas must show positive results. However, the development of literacy, computation, work skills, and other such general goals, hardly states the complete educational task for a nation of free people. Much more than these basic things are required for all students. Our programs may be considered cosmetic or superficial if they are limited either to the fad in education or to educational programs that are designed simply to provide skilled workers for a labor force. Our programs will be fundamental if they are extended to provide for demonstrable student growth in basic areas, and if they provide the human demand for expression, creativity,

recognition, interaction, affiliation, and so forth."[1]

The K-12 Urban Career Education Project attempted to take into account this preoccupation with faddism at the expense of legitimate educational redirection. Peculiar to the initial action was a concerted effort to include key policy and decision makers in Phase I development activities. All bets were hedged in this manner for two political reasons:

1. The Trinity River, as a natural barrier separating Oak Cliff from downtown Dallas, wherein many of the needed career education resources were located.
2. The East Oak Cliff Sub-District, as a creation of Judge Taylor's desegregation court order, was comprised of a ninety-eight percent black student enrollment.

The relationship of these political realities and the need to maintain progressive compliance with a federal contract were the reasons for moving in this direction. Since the vitality of Downtown Dallas influenced the surrounding areas greatly, in purely economic terms, these decisions seemed to be justified. William Denton discovered in the K-12 Urban Career Education Infusion Project Needs Assessment that among secondary school students "the greatest need was in the area of economic factors influencing careers, skills in human relations, and career information." [2]

---

[1] Asa G. Hilliard, III, "Near Future Imperatives and Educational Leadership," Educational Leadership. A.S.C.D. (December, 1977) p. 163.

This revelation fortified our belief in the comprehensive work experience program necessary for students in grades seven through twelve. However, a series of circumstances related to fulfilling the resource needs came into play at this juncture. Historically, or at least since the ethnic character of the East Oak Cliff schools was transformed to a majority black student population, some schools found it difficult to establish work-study relationships with the downtown economic community.

This situation was complicated further by the publicized barriers separating East Oak Cliff schools from other schools in the Oak Cliff community of the Dallas Independent School District.

The strategy adopted to combat these developments relied on identifying, re-approaching, and cajoling businesses, corporations, as well as industrial concerns for commitments of support and active participation. We were encouraged in this undertaking by some dismal job trends for minorities as reported in Black Enterprise:

> "The Conditions underlying Black losses in the job market of the 1970s are

---

[2] William Denton, K-12 Urban Career Education Infusion Project Needs Assessment, Dallas Independent School District, report number SE 77-049-6-7 (Dallas: May, 1977) p. 28.

> revealed by the concurrent changes in the occupational distribution of Black workers. Between 1968 and 1976, Blacks noticeably increased their share of the white-collar job market, which has been expanding steadily, but in all the other broad occupational categories it was the white share that grew larger: among blue-collar workers, for whom jobs have been increasing only slightly; among farm workers, for whom the job market has tightened drastically; and in the market for service workers, where an appreciable rise in jobs has been accompanied by a massive influx of whites (mostly women) impelled to join the labor force under the pressures of recession and inflation. Wherever job opportunities were relatively scarce, Blacks were pushed to the end of the line. Sustained and vigorous general economic growth, recent experience has again confirmed, is a necessary condition of significant Black economic progress." [3]

Representatives of educational institutions cannot be expected to shoulder economic burdens imposed by the profit motive permeating the society. Therefore, the most logical direction for educators--in view of this shortcoming--is that which lead to the teaching of employability or adaptability skills for an ever-changing job market. The prognosis from the labor market suggested the adoption of a multi-career option outlook for the citizenry in the very near future. One need only to examine some of the testimony provided by Studs Terkel in Working to detect the past and present state of options in the economic arena.

---

[3] Earl Graves, ed. "Blacks and the Economy: An Annual Report-1978", Black Enterprise, VIII No. 11 (June, 1978) p. 56.

As an illustration of the survival tests in the world of work, one was oftentimes reminded of personal experiences. For example, an acquaintance discovered at an early age a certain propensity for academic, as well as athletic endeavors. Due to economic straits, and the youthful desire for psychomotor expression, a decision was made to become a professional football player. Investigations were made to determine the most logical path to this career. The quick-study revealed that most professional football players attended institutions of higher learning, the number of years in the profession decreased regularly, and very few college players were talented enough to perform in the National Football League. While these were humbling realities to many, they did not engender much concern in the idealistic mind of youth. The gist of this illustration rested in the ensuing events, circumstances, activities, and conditions of life that contributed to this individual becoming a laboratory technician, a surgeon, a pilot, an attorney, and an astute businessperson; thereby achieving successes in all of these careers, without ever actively attaining the status of professional football player. This was truly a classic case for the multi-career outlook and the acquisition of adaptability skills.

No attempt was made to describe prevailing societal conditions that permitted these achievements or diversions. Thus, the reader was encouraged to avoid any logical over-simplifications of the phenomenon. Rather, the establishment of a programmatic justification and operating style demanded consideration of this personal commentary.

The national character of our cities seems to support this emphasis on employability across the board. The following assertion described interesting population trends:

> "Caution must be exercised in interpreting recent population statistics showing that Blacks have been leaving the central cities in increasing numbers, though at a much lower rate than whites. More than half of all Black families still live in the inner cities, and it may be equally significant that recent Black population gains have been steepest in the areas surrounding the largest cities, where virtually all of the country's least affluent suburbs are located." [4]

Grannis in a discussion on community, competence and individuation revealed:

> "When teacher and learner jointly control an educational setting, they jointly determine what is to be learned as well as how it is to be learned. Of course structure of control does not disclose full meaning, but it does suggest orienting cues. In other words, the structure of controls in an educational setting orients a learner to the structure of what will be learned. Most pointedly, it indicates whether the teacher, the teacher and the learner jointly, or the learner will control the criteria of truth, goodness, and beauty which measure the outcome of the teaching-learning

---

[4] Ibid., p. 175.

> process. A congruence of process and outcome in an educational setting results when the participants consistently take their criteria for thought-action from self, other, or self and other jointly." [5]

While many lay persons argue about the internal or external origin of motivation, the need for this successful learning ingredient is never disputed in the educational arena. However, attention here is given to the intrinsic condition of motivation and the extrinsic antecedent of stimulation. In the school age population, an educator, out of necessity, must arouse or excite in order to teach. Hence, stimulation becomes the instructional tool by which educators can draw out individual actions or reactions. In a discussion of the concept, "time spent," the combining of opportunity and motivation, Grannis surmises:

> "By themselves, they do not specify whether the process is teacher controlled, learner controlled, or jointly controlled. They indicate only that the learner is engaged in criterion related activity. Structure, placement, and instructional events constitute 'instructional efficiency', the second key class of process variables." [6]

---

[5] Joseph C. Grannis, "Community, Competence and Individuation: The Effects of Different Controls in Educational Environments," IRCD Bulletin, X No. 2 (Spring, 1975) p. 5.

[6] *Ibid.*, p. 10.

ESTABLISHING BELIEVABILITY

Educators in the urban school district were constantly bombarded by programs and projects that promise instant solutions to the myriad problems of youth. It was, therefore, of little wonder that some educators have developed a healthy skepticism for the enthusiastic optimism of many commercial charlatans. The unique and vital nature of the teaching-learning process that unfolded daily in classrooms was, indeed, complex. Recognizing this reality, woe be unto anyone who attempted to downplay its importance. The primary task of the Urban Career Education Project was to develop an operating style that could muster and maintain believability for program efforts. Webster's New World Dictionary defined belief as "the acceptance of or assent to something trustworthy, real, etc., conviction that certain things are true." [7] Energies of the project staff were directed toward ensuring a belief in career education early in the Phase I development stage. Needless to say, the staff was not totally successful, but, morales were bolstered by Thomas W. Lawson's assertion:

> "The problem of attracting the whole world's attention without incurring the ridicule of anyone has never yet been solved." [8]

---

[7] Webster's New World Dictionary, (Cleveland: The World Publishing Company, 1960) p. 135.

[8] Thomas W. Lawson, cont. Treasury of Proverbs and Epigrams (New York: Avenel Books, 1972) p. 54.

Given the nature of the educational bureaucracy at the district level, and pre-occupation with jurisdictional boundaries of control, the attack was mounted with executive team members. The Urban Career Education Project had a unique position in the school district due to administrative arrangements with two units. The project headquarters were housed in the East Oak Cliff Sub-District which included the fourteen experimental school sites--in addition to embodying a major relationship with the Instructional Services Department.

The early planning for the federal contract award, Demonstrating Successful Career Education Practices, K-12, in a Large Urban Setting went forward in a reasonably smooth and systematic manner. However, the path to progress was fraught with constant questioning, continuous ordering of priorities, as well as a kind of internal prodding for significant ways in which to provide people, activities, and structures with the excitement and commitment needed to achieve the goals and objectives of the proposed innovation. While actively mounting a concerted effort to inaugurate the project, several conceptual and operational tasks had to be performed. Included in our considerations at this juncture were critical areas such as the recruitment, selection, and placement of a talented staff, with triethnic character. This staff generated appropriate options for improving the educational experiences of inner-city pupils through the use of an infused career education curriculum model. The task proved to be an arduous, painstaking, and enlightening process because of the promises for, and challenges of, educational thrusts directed toward the improvement of urban school products and processes. To this end, successes, including incremental educational gains,depended greatly on the energies and talents displayed by the following staff members in the Dallas project:

Associate Superintendent Instructional Services	Dr. B. J. Stamps
Associate Superintendent East Oak Cliff Sub-District	Ms. Yvonne A. Ewell
Project Director	Dr. Jay Cummings
Curriculum Specialist/ Implementation Coordinator	Ms. Elizabeth Hall
Senior Evaluator (Phase I)	Dr. William Denton
Assistant Evaluator (Phase I)	Mr. Will Kleck
School/Community Relations Facilitator Community Resources Coordinator	Mr. Raúl Rodríguez
Staff Development Specialist/ Implementation Coordinator	Mr. Henry Creech
Resource Counselor	Mrs. Shirley Fisher
Senior Evaluator (Phase II)	Mr. Richard Zepeda
Assistant Evaluator (Phase II)	Ms. Becca Wells
Resource Associate (Phase I)	Mrs. Jean Burt
Resource Associate/ Implementation Facilitator	Ms. Katherine Landes
Implementation Facilitator (Phase II)	Mrs. Jean Hanks
Implementation Facilitator (Phase II)	Mrs. Janet Pharr
Implementation Facilitator (Phase II)	Ms. Fannie Wiggins
Administrative Clerk	Ms. Lois Spencer
Clerk-Typist	Ms. Maxine Green

Additional impetus was given to orienting the staff and developing an internal management plan that addressed the procedural guidelines of the R.F.P. and the proposal of the Dallas Independent School District. This also included daily informal, as well as formal, interactions serving to define time and operational parameters in a district under court order to desegregate its schools.

Although the school-by-school grade configurations, enrollments, and staff assignments in the Dallas Independent School District were notably juggled to respond to court mandates, the East Oak Cliff Sub-District, (under the leadership of Ms. Yvonne Ewell, Associate Superintendent), had been left intact by the desegregation plan. The Sub-District included many of the schools with the designated inner-city characteristics necessary for inclusion in this project. Although the East Oak Cliff Sub-District encompassed twenty-seven (27) schools with an approximate student enrollment of 26,666, the schools listed herein represent only the fourteen (14) experimental sites.

Senior High Schools (9-12)	Principal	Approximate Student Enrollment
1. F. D. Roosevelt	Dr. Leon Hayes	2,585
2. South Oak Cliff	Mr. Fred Todd	4,100
Middle Schools (7-8)		
1. J. N. Ervin	Mr. Theodore Wallace	909
2. O. W. Holmes	Mr. Theodore Lee	2,006
3. Harry Stone	Mr. Warren Baker	765
4. Boude Storey	Mr. Finis Tatum	1,812

Elementary Schools (K-6)	Principal	Approximate Student Enrollment
1. John Neely Bryan	Ms. Ruby Abel	1,225
2. W. W. Bushman	Mr. Robert Craft	1,254
3. Albert Sidney Johnston	Mr. Robert Watkins	1,089
4. Lisbon	Ms. Joy Barnhart	700
5. William Brown Miller	Dr. George O. Willis	1,265
6. Roger Q. Mills	Mr. Wilber Williams	1,235
7. Clara Oliver (4-6)	Mr. Joe Waddill, Jr,.	615
8. Clinton P. Russell (4-6)	Ms. Gwen Clark	670
	OVERALL TOTAL	20,230

STAFFING

The importance of recruiting and selecting a talented staff dedicated to the promising aspects of urban educational improvement cannot be overemphasized. This staff worked to infuse the career education concept into the baseline curricula. The staff selection process required careful consideration of subjective and objective information accounting for past and present performances. In addition, an analysis was made of performance potential and response to the challenges of an impacting project. These tasks were somewhat complicated by the variables of time, availability, and excessive demands on district personnel who were successfully implementing a court ordered desegregation plan. The process was initiated on August 15, 1976, and was completed on October 25, 1976, after careful consideration of as many attendant variables and conditions as possible.

RESPONSIBILITIES AND DUTIES

A. Mid-Management

The Staff Development Specialist gave major attention to providing leadership in the area of staff development for teachers, aides, counselors, community members, administrators and appropriate school board members. He formulated a management plan that focused on the design, content, and schedule for an effective staff development component. This plan utilized the infusion of career education concepts into subject-matter areas, K-12, in the fourteen (14) experimental project schools located in the East Oak Cliff Sub-District of the Dallas Independent School District.

The curriculum specialist assumed the primary leadership role for adapting the curriculum materials from Partners in Career Education, Texas Education Agency, and the Dallas Independent School District. She aided in the development of staff training sessions for the installation of the infused career education curriculum materials into the fourteen (14) experimental project schools. In addition, she examined and evaluated curriculum materials to be disseminated to the student clientele of the project.

The senior evaluator took a firm grasp of the evaluation segment of the project. He developed a management plan for evaluation that aided in the identification and selection of fourteen experimental and fourteen control schools for the project. Additionally, he developed, identified, and examined the instruments being used to gather data for the pinpointing of discrepancies between "what is" and the valued targets for the project. Moreover, he supervised and monitored the needs assessment portion of this component.

The community resources coordinator pursued the development of a functional community involvement and participation segment that strengthened the relationship between the school, the local community, and the larger business-labor-industry community of Dallas. Moreover, he solicited and elicited the active participation of local school advisory committees for each experimental school and formed an advisory committee for the implementation of the entire project.

The counseling coordinator directed most of her energies toward the critical area of counseling in an effort to develop a re-education component that would enhance both the number and quality of career alternatives. The alternatives were focused through career guidance and local school counselors in the project schools. She investigated literature, attended meetings with the Partners In Career Education consortium, and conferred with counselors, teachers, and principals at their respective building assignments.

Each of the mid-management personnel was engaged in a series of problem solving tasks to organize and operate their respective areas of responsibility. This process required a continuous ordering and re-ordering of priorities to ensure maximum utilization of human and material resources.

B. Resource Personnel

A resource teacher occupied the position of resource associate, and in that role, aided in the planning for the areas of:

Staff Development (design and scheduling)

Curriculum (instructional material identification)

School/Community relations (EOC staff meetings and school visitations)

Furthermore, her site visits included the Partners facilities, Region X of

Texas Education Agency, and Parent Advisory Committees at all project schools. Her major focus was directed to grades seven through twelve. She made provisions for human and material resource utilization to meet the objectives of the project.

An instructional facilitator successfully discharged the responsibilities of the resource associate for the elementary schools in the project. She related efforts equally and effectively to curriculum identification and adaptation, staff development, and school/community relations. Additional attention was given to meetings with key personnel in the Dallas Independent School District, Region X, and the Partners In Career Education Consortium. An abundant amount of literature was examined by this staff member and each project school site was visited.

FACILITATION (PHASE II)

Near the conclusion of project activities for the first year, plans were made to include a support mechanism for participants during the implementation. Due to the large number of teachers involved, the number of buildings and the distance between these buildings, it was determined that five facilitators were needed to successfully implement the program. A total of one hundred fifty-six teachers, plus thirteen other support persons in the schools (resource teachers, librarians, coordinators, etc.) were involved in the efforts of the facilitators.

Group	Grade Level	Subject(s)	Number of Teachers	Number of Schools
1	K-3	Self-contained	24	6
2	4-6	ALL	47	8
3	7-12	Language Arts	23	7
4	7-12	Math/Science/Business/Special Education	28	7
5	7-12	Social Studies/All other electives	47	7
			169	

The primary responsibility of the facilitator was to work closely with the classroom teacher to determine an acceptable schedule for infusion of the "basic learner outcomes" and "basic life skills" into his/her classroom curricula. Once the schedule was determined, the facilitators monitored, advised, assisted, and evaluated the teachers in their methods of infusion. It was essential that the teacher groupings were small in order to ensure that facilitators had the time to work with teachers individually.

ORIENTATION

The culminating step after carefully recruiting, selecting, and placing a staff was to provide an adequate orientation program that clearly defined goals, objectives, delineated roles, expectations, and clarified the organizational and operational mode of the staff. Encouragement was received from Dallas Independent School District administrators. They articulated beliefs in the need for continuous interactions between the project staff and key individuals in the Dallas community. To ensure that the project was understood by the staff, several techniques were utilized during the early staff training sessions. For example, in-staff meetings, East Oak Cliff

Sub-District meetings, retreats, and in-depth individual conferences proved beneficial. An on-going emphasis was placed on probing and questioning behavior, aiding in the establishment of mutual trust, and definitive directions for accomplishing the proposed objectives of the project.

In the interest of efficient use of time and for assistance in the evaluation, a management plan was developed for each of the areas, including school/community relations, staff development and curriculum identification, and the over-all implementation of Phase I. The project staff used the following format for formalizing an approach to individual responsibilities and duties. These plans were subsequently adapted or altered to meet the edicts of the Request for Proposal (RFP), the proposal, and have ultimately become an invaluable day-to-day monitoring device.

TABLE 1
K-12 URBAN CAREER EDUCATION PROJECT
MANAGEMENT PLAN

Project Component ______________ Staff Member ______________

GOAL	OBJECTIVES	ACTIVITIES	EXPECTATIONS	TIME FRAME	RESPONSIBLE STAFF MEMBERS
	A. B.				

Owing to innumerable educational projects and programs being implemented in the East Oak Cliff Sub-District, the project staff identified the need for a series of staff development meetings designed to familiarize central administrators, principals, instructional facilitators, and counselors with the career education concept and the infusion process. These sessions aided in the articulation of mutual concerns regarding the project, and ultimately enabled the staff to tailor a program that met the needs of the proposal. Through this process due consideration was given to the unique building characteristics and climates that comprise the experimental population.

The evaluation question that dealt with the staff development component examined adequacy. The results of that examination (Denton and Kleck, 1977) were:

> "Attendance rates were found to have been consistently high throughout the sessions confirming further the satisfaction reported by the participants in regard to the administration of the training sessions. Participants were sufficiently exposed to the field of career education, needed more experience in writing usable, infused curriculum modules in career education, knew how to identify and use community resources as a result of the training sessions, and were sold on the concept of career education as a means of making the classroom more relevant to others."[9]

The staff development effort was built on input from the needs assessment findings. Each training session had planned activities around a specific goal and a stated rationale supported by needs assessment data. Needs were assessed to determine specific areas to be addressed as well as the amount of community support for the basic tenets of career education.

---

[9] William Denton and Will Kleck, K-12 Urban Career Education Infusion Practices In A Large Urban Setting, Dallas Independent School District Re. No. SE 77-049-52-7 (Dallas: July, 1977) p. 12.

A ten percent random sample of students stratified by grade level within each of the 7-12 schools was administered a needs assessment instrument. In grades K-6, teachers at the participating schools responded to an instrument that questioned the importance of career education concepts and the number of first period students mastering each of the concepts. All educators in each of the fourteen (14) participating schools were included in a survey depicting educational priorities. Intact groups of community members that were identifiable and ongoing such as service clubs, parent advisory committees, church groups and others were sampled for the community survey.

The data derived from the comprehensive needs assessment component provided the rationale and justification for the activities, strategies, and events of the project. A management by objective model evolved as the most defensible and expedient way to achieve the goals of the project within the allotted time and budget.

The data from the community survey indicated that there was strong support for the basic tenets of career education. There was, however, lack of agreement on the priority of need for the following nine learner outcome categories:

Career Planning and Decision Making
Career and Occupational Information
Job Acquisition and Retention
Attitudes and Appreciation for Career Success
Skills in Human Relationships for Careers
Self-Investigation and Evaluation for Career Success

Personal/Work/Societal Responsibilities

Economic Factors Influencing Career Opportunity

Education/Career Opportunity Relationships

Results from the educators' survey revealed that students were not currently receiving an adequate emphasis in the area of career education. Indicators pointed to a high level of support for the basic concepts of career education. According to Denton (1977):

> "In grades 9-12 assessment of student knowledge of career education suggested that student knowledge increased from grade 9 to 12."[10]

However, he further indicated:

> "Even in grade 12, student knowledge was in an acceptable range in only three of nine categories. The data seem to indicate that senior high students know the least in terms of the nine learner outcome categories about: 1) Economic Factors Influencing Career Opportunity; 2) Career and Occupational Information; and, 3) Skills in Human Relationships for Careers."[10]

Middle school student survey data were similar in many regards to the senior high school. There was a trend of growth in knowledge of career education concepts from grade 7 to grade 8. In addition, knowledge was below a desirable level in seven of the nine categories. The greatest need for career education knowledge was demonstrated in the following categories:

---

[10] William Denton, K-12 Urban Career Education Infusion Project Needs Assessment, Dallas Independent School District, Re. No. SE 77-049-6-7 (Dallas: May 1977) p. 12.

[11] *Ibid.*, p. 12.

1. Career Planning and Decision Making
2. Economic Factors Influencing Career Opportunity
3. Skills in Human Relationships for Careers

The teachers of K-6 students rated their needs as being most critical in the following learner outcomes: [12]

Ranking	Learner Outcome
1	Realizes that listening is essential to learning
2	Recognizes that a person must work in order to receive wages
3	Respects authority
4	Understands when to talk and when to listen
5	Understands the importance of completing a task
6	Is able to state certain consequences of not obeying the law
7	Is able to work alone, and/or with others
8	Has good grooming habits
9	Understands the effects of not working
10	Is concerned with doing personal best on a job

---

[12] The Partners in Career Education (PCE) project identified 177 basic learner outcomes in career education by sampling citizens in Texas.

The instructional design of the project relied on infused modules with designated teaching-learning criteria. Learning climates in the classroom made use of planning strategies that actively involved project facilitators, classroom teachers, students, principals and community resource persons. These planning strategies, when coupled with a desire to bolster classroom instruction by making links with the world of work, served the students in an excellent manner. Crucial to each "criterion related activity" is an acceptance of the mutuality of education and work. This factor demanded an approach to learning that would transcend the school as the citadel for all learning. It led to the recognition that, as a continuous process, learning must embody direct as well as vicarious experiences. Due principally to the structure of the traditional school and the fast pace of technological advance, each community must make a contribution to the overall education of youth.

In simple societies, historically speaking, one could readily examine this condition of "mutuality." For example, in early civilization, the socialization process for youth embraced three goals:

1. the transmission of culture;
2. the continuation of society; and,
3. the development of the individual.

However, the emphasis placed on any of the goals varies in relationship to the press of the times. The early press was on individual development which was essential to survival. Children were vital cogs in a community structure that utilized the collective talents of the group to maintain subsistence economy. This economy was primarily concerned with satisfying the basic needs of food, shelter, and clothing. As described in Maslow's "hierachy of needs" the higher order of human priorities cannot be envisioned until the basic priorities have been fulfilled. Thus, the direct and vicarious experiences contained in procedural and propositional learning patterns was established as a life-sustaining and perpetuating enterprise.

Chase clarifies the three goal foundations of education in the following:

> "A similar question might be raised regarding the enhancement of knowledge, with the result that the development of the powers of the individual would stand alone and unchallenged as the aim of education. In this view, the transmission of the culture would become simply a means to that end, and the perpetuation and improvement of society and the advancement of knowledge would be consequences which would flow from its achievement."

Most of the historical as well as contemporary declarations of educational intent pointed to broad base considerations of cognitive, affective, and psychomotor growth. Since much of societal development occured in a cyclic fashion, it followed that the various sectors of the community will recognize the awesome responsibility of educating youth. This recognition, signaled forth a collaborative approach to problem-solving in the modern educational institutions.

As the staff searched for an appropriate response to the dilemmas of

---

[13] Francis S. Chase, "The Administrator As Implementator of the Goals of Education for Our Time," Administrator's Notebook, XXV No. 1 (Chicago: 1976-77) p. 3.

public education, the challenges evolved around four major questions:

1. Was an instructional innovation discovered that enabled students to score higher on normative test measures?
2. Was the school district able to identify career education concept weaknesses in students and deliver and effective criterion specific program of instruction geared toward product improvement?
3. If stimulating instruction prevailed in the classroom, were students less inclined to be absent from presentations?
4. Has the school as an institution of the larger society maintained a positive image judging from the perceptions of patrons?

In the chapters that follow answers are provided to these questions. Wherein answers are not obtainable, additional questions are raised. Chapter II looks at the nuts and bolts necessary in "Developing A Career Education Ideology." Following the descriptions of development tasks and strategies is a discussion of the ingredients that are critical to "Implementing a Comprehensive Career Education Model" in Chapter III. The practical aspects explored in Chapter IV, "Evaluating and Managing in Urban School Parameters" speak to concerns relative to replication as well as transportability. Chapter V brings to the reader an analysis and synthesis of the documentation that is presented under the heading of "Generalizing, Concluding and Recommending."

1976 - 1978
BENCHMARKS IN THE K-12 URBAN CAREER EDUCATION PROJECT

PHASE I

July, 1976

The Contract "Demonstrating Successful Career Education Practices,K-12, in a Large Urban Setting" awarded to the Dallas Independent School District by the U.S. Office of Career Education.

August, 1976

Project Director identified, recruited, selected, and placed.

September, 1976

Project Staff identified,recruited, selected, and placed.

October, 1976

Office space secured and management plans completed.

December, 1976

The involvement of project "action" committee (PAC) members was secured.

January, 1977

The comprehensive needs assessment was completed.

February, 1977

Inaugurated the training component for project participants.

March, 1977

The final staff development plan was submitted to U.S. Office of Career Education.

April, 1977

The final community involvement plan was submitted to U.S.Office of Career Education

May, 1977

Compiled curriculum modules developed/ adapted by project trainees.

June, 1977

Training seminars and workshops for teachers,teacher aides,counselors & administrators completed.

July, 1977

Phase II contracts were negotiated with U.S. Office of Career Education.

August, 1977

Activities for Phase I completed.

PHASE II

September, 1977

Refined and implemented a management plan that assured the attainment of project goals within budgetary allowances.

October, 1977

Implemented the operational plan for installing K-12 career education in selected schools.

November, 1977

Involved the citizenry in the community participation plan.

December, 1977

Completed the pre-test portion of the evaluation plan.

January, 1978

Provided a referral system in the project schools to accommodate non-traditional needs of urban school students.

February, 1978

Monitored the implementation activities, processes, and events of building participants.

March, 1978

Initiated a Career shadowing program in the secondary project schools.

April, 1978

Held career fairs and college nights in the senior high schools of the project.

May, 1978

Completed all career education activities in classrooms of project schools.

June, 1978

Submitted final bi-monthly report of progress.

July, 1978

Compiled, analyzed, and synthesized Post-test data for inclusion in the final reports. Held the Urban Career Education Dissemination Conference in Dallas, Texas

August, 1978

Completed and submitted final reports on the K-12 Urban Career Education Project.

CHAPTER TWO

DEVELOPING A CAREER EDUCATION IDEOLOGY

THE BEGINNING

MANAGEMENT

During Phase I several tasks were performed by project staff. Schools were slected for implementation (eight elementary, four middle, and two high schools). Control groups consisted of all other students in the same schools rather than matched campuses. Needs assessments were conducted across the spectrum of those to be involved in every aspect of the project. Teacher participants were slected by several criteria; needs assessment information, indicating teacher support, principal selection, and high interest level. All were involved in designing a workable plan for implementing career education, K-12, in selected schools. This was an on-going one year preparation for Phase II. Evaluation plans for both Phases were set in place by the senior evaluator, and project director.

The following information required by U.S.O.E. and central administration delivered by the staff: needs assessment information, plans for staff development training sessions, final curricula infusion, final community involvement strategy, budget for implementation of Phase II, final evaluation of Phase I, and the final report of Phase I activities (including the executive summary). The schedules for these deliverables were established at the outset of project activities.

DEFINITION OF TERMS

1.	BASELINE CURRICULUM -	the established K-12 sequential curriculum plan designed by Dallas teachers and administrators. Goals and objectives are written in seven areas- Language Arts, Social Studies, Mathematics, Health/Science, Recreative Arts, Occupational Arts and Creative Arts.
2.	BASIC LEARNER CATEGORIES -	nine major categories into which 177 basic learner outcomes are divided.
3.	BASIC LEARNER OUTCOMES -	177 goals or expectations regarding students and career education. The outcomes were developed by Partners in Career Education and resulted from surveys of all elements of the Texas Community. (BLO)
4.	BTF -	Business Task Force, one of the advisory groups involved in project activities. This group involved representatives from the most powerful business concerns in the Dallas Community.
5.	DISD -	Dallas Independent School District.
6.	EOC -	East Oak Cliff, subdistrict of DISD serviced by the Urban Career Education Project.
7.	HETF -	Higher Education Task Force - one of the advisory groups involved in project activities. This group was comprised of representatives from local institutions of higher learning.
8.	INFUSED ACTIVITIES -	those activities that contained elements of both curriculum and career education.
9.	PAC -	Project Action Committee - the most influential advisory group involved in project activities. Concerned members from the working Dallas community committed themselves as a support and guidance system for development of infused activities.
10.	PAG -	Parent Advisory Groups - those parent groups that were formed in each school under Title I stipulations that also served as advisory groups for project activities.
11.	RFP -	Request for Proposal
12.	UCEP -	Urban Career Education Project.
13.	WORK EXPERIENCE STATION -	that activity that directly involved older students with aspects of a job. The activity could take the form of shadowing, an internship session, or part-time paid employment.

CURRICULUM IDENTIFICATION/ADAPTATION

The central theme of the K-12 Urban Career Education Project has been the development of a unique curriculum that infused the concepts of career education with the mainstream of the curricula currently being taught in the Dallas Independent School District. The majority of the efforts put forth in the organization of staff development and the major thrust of the community and parent involvement have been aimed toward bringing the world of work closer to the classroom. A discussion of this major theme centered on the four major ascending steps that resulted in the identification and adoption of a career education curriculum designed for the East Oak Cliff schools.

STEP ONE: Identify the Two Elements to be Infused.

The process of infusion involved two distinct elements that will be pulled together to make a single curriculum. Both elements have been identified and studied to determine the most efficient and effective methods for infusion.

The Baseline material of DISD was identified as the ongoing curricula for East Oak Cliff Schools. These materials were a clearly laid out, sequential K-12 plan for the instruction of Dallas students in the following areas: language arts, social studies, mathematics, science/health, creative arts, recreative arts, and occupational arts. Additional curricula materials were located in various supplemental reading and mathematics programs, multicultural education, bi-lingual instructional plans, and other special programs sponsored by the DISD. Documents, as well as texts, were reviewed in order to help formulate the major areas covered. Meetings were held with the instructional directors and facilitators to discuss their ideas of how best to infuse career education concepts into their subject area.

The material produced by Partner's in Career Education was identified in the original project proposal as the source and method for infusion. Basic Learner Outcomes for Career Education contained 177 Outcomes identified as necessary for a high school graduate to successfully enter the world of work. These 177 individual outcomes were organized under nine major categories. These categories were as follows:

1. Career Planning and Decision Making (12 Outcomes)
2. Career and Occupational Information (12 Outcomes)
3. Job Acquisition and Retention (10 Outcomes)
4. Attitudes and Appreciations (25 Outcomes)
5. Skills in Human Relationships (25 Outcomes)
6. Self-Investigation and Evaluation (17 Outcomes)
7. Personal/Work/Societal Responsibilities (25 Outcomes)
8. Economic Factors Influencing Career Opportunity (33 Outcomes)
9. Education/Career Opportunity Relationships (18 Outcomes)

This document, along with the accompanying Matrix, provided some of the concepts to be infused. The method of infusion was adapted from the curriculum writing workshops also designed by Partners in Career Education.

As both elements were now clearly identified and defined, the process of blending both into a new curricula was initiated.

STEP TWO: Train the participants to be active in the infusion process.

Any curricula that is to be successful must have the involvement of the persons who will work with it. Therefore, teachers and students alike were encouraged to become involved from the beginning. A series of tests were administered in the project schools to assess the needs of the students in the area of career education. These needs were determined by selecting those categories in which student scores were lowest. The instruments served as the teachers' initial contact with the project. However, the instruments also served as the students initial contact with the project.

Once the intitial contact was made, the project began the steps necessary to train the participants in the concepts of career education and the methods of infusing these concepts into their classroom curricula. This training covered seven major areas:

1. Introduction to Career Education (national, state, local).
2. Methods to Eliminate Racism and Sex Role Stereotyping.
3. Study of Career Education Categories and Outcomes.
4. Effective use of Community Resource Persons.
5. Effective use of Materials and Activities.
6. Effective use of Field Trips.
7. Production of Two Original Modules.

Most of this curriculum work was done in small groups designed to match teachers from similar grade levels and subject areas. Teacher aides were assigned to the group that most closely matched their work area. Project staff persons and other consultants familiar with workshop activities led the teachers through this training phase.

The identification/adaptation of curriculum could not have been complete without this training phase. The training efforts resulted in the production of two original modules by each of the participating teachers.

TABLE 2

TEACHER GROUPINGS FOR TRAINING

	Number of Teachers	Number of Aides
A. (K-3 Self Contained)	29	7
B. (4-6 Language Arts/Social Studies)	20	3
C. (4-6 Math/Science)	16	7
D. (4-6 Fine Arts/P.E./Special Ed.)	22	4
E. (7-8 Language Arts/Social Studies)	14	4
F. (7-8 Math/Science/PE/Special Ed.)	16	1
G. (7-8) Music/Arts/Occupational Arts)	20	2
H. (9-12 Math/Science/Fine Arts/PE/Occ. Arts)	27	0
I. (9-12 Language Arts/Social Studies)	26	1
TOTALS	190	29

STEP THREE: Organize and Disseminate Modules and Materials for use during Implementation.

This phase in the development of career education curricula was marked by two important accomplishments. The first was the editing and publishing of approximately 400 career education learning modules infusing the basic learner outcomes of career education into the DISD Baseline. The second was the identification and ordering of appropriate and exemplary materials to be used during the year of implementation.

A staff of five participating teachers, who had proven to be exceptional in developing infused modules, was hired by the project to assist in the editing of the unrefined materials produced by the teachers. These modules were checked to insure that performance objectives and activities were appropriate infusions of career education into the curriculum content. Following correction, rewriting, and typing, these modules were compiled into five volumes and printed in preparation for dissemination to participating teachers. The following volumes were assembled:

1. Kindergarten - Third grade (all subjects)
2. Fourth grade - Sixth grade (all subjects)
3. Seventh grade - Twelfth grade Language Arts/Social Studies
4. Seventh grade - Twelfth grade Math/Science/Business/Special Education
5. Seventh grade - Twelfth grade Electives

During this module editing phase, the contact persons in each school were compiling a list of materials for the project to purchase for use during the coming school year. Materials were evaluated to assure that they were free of any elements that would promote race or sex-role stereotyping. The following were checked:

1. Make certain that material did not illustrate any sex role sterotype.
2. Make certain that a mixture of races/sexes were portrayed.
3. Make certain that no career area was portrayed in sex role illustrations. (example: doctor/nurse or businessman/secretary)
4. Make certain that no career was portrayed in ways demonstrating racial bias. (example: executives illustrated as white and factory workers pictured as black).
5. Make certain that language of books or written directions did not stress sexual or racial stereotyping. Special emphasis was placed on checking use of pronouns and description of job qualifications.

The orders were made and the material was compiled and prepared for distribution to project teachers. Career education was now ready to move on to the final step.

STEP FOUR: Selection of Career Basic Learner Outcomes for project classroom.

Early in the history of the K-12 Urban Career Education Project, it became obvious that, for implementation to be effectively evaluated, the focus must be narrow and specific. This was the first phase in Step Four of the curriculum identification/adaptation. The second phase was the implementation of career education in the 156 classroom units still remaining in the project. The final phase of Step Four and the whole curriculum component was the collection and classification of all documentation for the implementation period.

The data collected from needs assessment instruments resulted in a priority listing of career education categories according to grade levels. The priority list for elementary (K-6) schools and the percentages of students not achieving mastery of that category were as follows:

1. Category Eight/77%
2. Category Five/75%
3. Category Three/75%
4. Category Six/74%
5. Category Two/72%
6. Category Four/70%
7. Category Nine/69%
8. Category One/68%
9. Category Seven/67%

These priorities were compared to the curriculum developed during staff development sessions. Following this, each teacher was assigned several basic learner outcomes to infuse into his/her class activities. Since K-3 teachers had self-contained classrooms and 4-6 teachers were departmentalized, the two groups were sub-divided for implementation. The assigned basic learner outcomes for the elementary grades were as follows:

TABLE 3
ASSIGNED OUTCOMES K-6

	Language Arts	Social Studies	Mathematics	Science	Health
K - 3	3:04 *	5:06	8:07		
	8:31	8:29	8:12		
4 - 6	3:04	5:22	8:07	8:02	3:07
	5:11	8:01	8:20	8:03	5:25
	5:14	8:29	8:21		

*Basic Learner Outcomes are written with the category number first, followed by the number of the Outcome as listed under the category. Therefore, BLO 3:04 is the fourth outcome listed in Category Three.

The priority ranking for grades seven and eight was based on the percentage of students that had attained mastery of each category. Therefore, the percentage will be in ascending order as more mastery was achieved.

1. Category One/34%
2. Category Eight/43%
3. Category Five/46%
4. Category Four/52%
5. Category Six/56%
6. Category Two/65%
7. Category Seven/69%
8. Category Nine/72%
9. Category Three/82%

After comparing this list with the curriculum developed during training sessions, the following BLO's were assigned to seventh and eight grade teachers.

TABLE 4

ASSIGNED OUTCOMES 7-8

Language Arts	Social Studies	Mathematics	Science	Music	Art	P/E Health	Occupational Arts
1:03	1:02	8:08	1:02	5:22	1:12	5:04	1:04
5:11	5:08	8:10	8:02	7:12	5:22	5:10	5:06
5:19	8:01	8:21	8:03	9:15	3:16	5:15	8:02

The priority ranking for the ninth through the twelfth grades was also based on the percentage of students who did achieve mastery.

1. Category Eight/42%
2. Category Two/42%
3. Category Five/44%
4. Category Nine/53%
5. Category Six/53%
6. Category One/54%
7. Category Seven/57%
8. Category Three/63%
9. Category Four/64%

The following basic learner outcomes were then assigned.

TABLE 5

ASSIGNED OUTCOMES 9-12

Language Arts	Social Studies	Mathematics	Science	Music	Art	P/E Health	Occupational Arts
2:09	2:02	8:08	1:02	5:22	1:12	5:10	1:04
5:11	5:08	8:10	8:02	5:24	5:08	5:15	2:10
5:19	8:01	8:21	8:03	7:12	5:22	7:09	5:06

Staff development time was used to collect teacher input on the development of specific learning objectives for the BLOs in each curriculum area. This information was instrumental in the formation of the Criterion-Reference Tests that were used during Phase II. Therefore, the curriculum identification/adaptation component was in place and ready for the project's period of infusion.

ASSIGNED BASIC LEARNER OUTCOMES

1. Career Planning and Decision Making

1:02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

1:03 The student should understand the necessity for having a satisfying job when setting a career goal.

1:04 The student should understand that an individual will work better when personal goals are accurately matched to career choices.

1:12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.

2. Career and Occupational Information

2:02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.

2:09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

2:10 The student should be aware of various jobs he or she can have with the same skills.

3. Job Acquisition and Retention

3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

4. Attitudes and Appreciation for Career Success

No Outcomes assigned for this category.

5. Skills in Human Relationships for Careers

5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

5:06 The student should be able to understand why it is necessary to exhitit "good" manners both on the job and in social relationships.

5:08 The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnicity or socio-economic status.

5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals.

5:11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

5:14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial.

5:15 The student should understand that there are other individuals with whom he or she, as a worker, must interact.

5:19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.

5:22 The student should be able to understand that some means of communication work more effectively in some situations than others.

5:24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.

6. Self-investigation and Evaluation for Career Success

No Outcomes assigned for this category.

7. Personal/Work/Societal Responsibilities

7:09 The student should be able to give examples of irresponsible behavior on his or her part and indicate: (1) what the consequences were and (2) what might have been done in the situation to exhibit responsible behavior.

7:12 The student should be able to give several examples of good work habits, such as punctuality and planning one's work.

8. Economic Factors Influencing Career Opportunity

8:01 The student should understand that the benefits of technology are the production of new, more and better goods and services.

8:02 The student should realize that changes in technology will affect his or her work and lifestyle.

8:03 The student should understand that technology results in greater, faster and better production.

8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

8:10 The student should understand that wages are what someone is paid for his or her time and effort.

8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

8:21 The student should understnad income and expenditures in managing a household budget.

8:31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care and education.

9. Education/Career Opportunity Relationships

9:15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the thoughts and knowledge of others.

STAFF DEVELOPMENT

The term, career education, has been heard frequently in Dallas since the early 1970's. However, its definition and application through infusion into curricula was the major objective of the project's Phase I staff development activities. This objective was accomplished by means of fifteen training sessions with participants from the fourteen schools selected for the project. Twenty-five per cent of the faculty of each school as well as aides and counselors were selected.

Prior to recruiting and training this cadre, planning sessions were needed to determine a consensus for scheduling. A meeting was held with all career project principals in December, 1976. This meeting served to clarify the difficulties encountered in obtaining the requisite number of substitutes for twenty-five per cent of teachers and aides for any extended block of time. This led to a compromise, with teacher assent to attend the following composite of fifteen sessions: eight meetings from five to nine in the evenings, two Saturday sessions from nine until five and two all day site visitations.

Utilization of a centrally located school and community sites seemed logical. Thus, all evening meetings, as well as one Saturday session were held at an elementary school convenient to all participants. An east Oak Cliff church offered its facilities for one Saturday session. Co-operation between school and community was obvious and appreciated.

When scheduling and location were in place, recruitment of participants of the cadre was undertaken. This procedure lasted from November until late February. Teachers and aides were selected for one of several reasons: high interest illustrated, principal selection, and responses on the needs assessment. Two hundred and thirty-nine teachers, aides, and counselors signed contracts prior to the first Staff Development session in March, 1977. A balanced cross section of grade level, subject areas, sex, and ethnic groups was sought. A stipend of six dollars per hour for teachers and counselors and three dollars for aides was stipulated in the contract.

Concurrently, the Project staff was focusing on the career education concerns to be addressed during the training sessions. The following five areas received major emphasis:

1. defining career education from the local, state, and national perspectives
2. defining explaining, and illustrating career infusion and how to write an infused module
3. exploring career education and minorities, i.e. racism and sex-role stereotyping
4. discussing counseling-related activities; for example, self-investigation and evaluation, and career fairs
5. implementing within the classroom; such activities as interviewing, site visitations and career awareness through daily classroom work

These concerns evolved into the following sequence of workshops.

1. Orientation - Career Education
2. Orientation - Career Education and Minorities
3. Curriculum Infusion
4. Curriculum Infusion
5. Curriculum Infusion and Module Writing
6. Curriculum Infusion/Utilization of Community Resources
7. Curriculum Infusion and Module Writing

8. Module Writing and Self Investigation - Evaluation
9. Career Fair and Hands-On
10. Career Fair and Hands-On
11. Wrap-Up and Evaluation
12. Wrap-Up and Evaluation
13. Site Visitations
14. Site Visitations
15. Site Visitations

All workshops included the following:

1. Goal
2. Rationale
3. Objective
4. Activity
5. Content
6. Resources
7. Materials
8. Equipment

Workshop groups were set up according to grade level and subject, (i.e. K-3, 4-6, 7-12 Language Arts and Social Studies, etc.) for greater commonality of interests and approaches. Evaluation of each workshop by participants was built into the planning by project evaluators.

PRE-ORIENTATION TO STAFF DEVELOPMENT

Due to the broad scope and original design of the project, the director and staff sought early acceptance and understanding of the career project goals. Thus, the staff met both individually and collectively with principals of those schools involved. Understanding and support of goals and objectives increased as close liaison was established with each principal.

Central staff members, i.e. the General Superintendent, executive team members, area directors, and facilitators were apprised of project goals and methods of attaining them. The coordinators of the various instructional services subject areas met with our staff, which resulted in increased understanding of techniques aimed at blending Baseline objectives into career basic learner outcomes.

Meeting with the East Oak Cliff staff was of paramount importance. The associate superintendent, as well as her coordinators and facilitators, needed a graphic description of our short and long range goals. Rationale for staff development sessions was delineated. Although the career education project functioned through a government contract, it was not only appropriate, but a necessity, that all East Oak Cliff administrators have a working knowledge of our approach.

Each staff member, at the designated grade level and subject area, met with the teachers, counselors, and aides at each school. These meetings occurred between January and March, 1977, and were a helpful lead into upcoming staff development sessions.

Various community resource committees began meeting in late 1976 and early 1977. The Project Action Committee had their first meeting in December, 1976. This committee comprised of business, labor, industry, social service, and government representatives began planning immediately how they could assist during staff development sessions and during the implementation phase.

The Higher Education Task Force comprised of twelve area colleges was also contacted early in 1977 for suggestions for and participation in staff development activities.

From the outset of the Project, parents were enlisted not only for registering their concerns, but also as active participants in staff development programs and in their childrens' classroom activities. Parental involvement was considered a key ingredient in a successful project.

The project director met with the Dallas Independent School District Board of Education to outline career project goals and objectives, staff development needs, and the melding of Dallas curriculum with career basic learner outcomes on a K-12 continuum.

The flow chart provided a graphic overview of the model for staff development. It reemphasized the multiple and diverse community populations contributing to and drawing from the projects staff development efforts.

IMPLEMENTING THE PLAN

Implementation of the Urban Career Education Project's staff development component began on March 15, 1977 and was completed on June 8, 1977. Each of the fifteen segments of the participant training thrust dealt with differing goals and activities.

Session I (Evening Meeting)

Title:	Orientation - Career Education
Goal:	Participants will develop a knowledge of the philosophies, definitions, background, objectives, and programs of career education on the national, state, and local levels.
Activities:	Participants received copies of various monographs dealing with the philosophies of career education. Additionally, four DISD administrators involved in the thrust of career education shared their views with participants.

Session II (Evening Meeting)

Title:	Orientation - Career Education and Minorities

Goal: Participants will develop an increased awareness of minority concerns in career education as they relate to racism and sex/role stereotyping.

Activities: Participants again received copies of monographs. These dealt with the problems of sex/race stereotyping in occupations. Additional material was disseminated dealing with the involvement of minorities in career education. Outside speakers who had developed expertise in these areas shared with the large group. Participants were then divided into small groups for interaction with the speakers and staff members.

Session III and IV (All day Saturday Meeting)

Title: Curriculum Infusion

Goal: Participants will attain a knowledge of the dimensions and categories of career education and the basic learner outcomes contained within each category as they begin to identify concepts that can be infused into the curriculum.

Activities: This was the initial exposure of participants to the methods of infusing career education into the Baseline curriculum. Experienced group leaders conducted small group sessions and led participants through various learning activities related to the basic learner outcome approach to infusion.

Session V (Evening Meeting)

Title: Curriculum Infusion and Module Writing

Goal: The participants will learn the necessary steps in the development of career education learning modules and will produce at least one original infused module for use in their classroom.

Activities: The evening began with a speaker discussing the problems of urban education and how career infusion may alleviate these problems. Closing activities involved writing the first of two infused modules produced by the teachers.

Session VI (Evening Meeting)

Title: Curriculum Infusion/Utilization of Community Resources

Goal: Participants will attain an increased knowledge of how career education concepts may be infused into learning activities in his/her classroom through an awareness of how to obtain and effectively use community resource people.

Activities: Participants returned to the small group structure and interviewed from three to five community resource persons. Each was asked questions about their career and how that career fit into the individuals overall lifestyle.

Session VII (Evening Meeting)

Title: Curriculum Infusion and Module Writing

Goal: Participants will attain increased knowledge of how career education concepts may be infused into learning activities through an awareness of materials available and an increased awareness of the relevance of their subject matter to the world of work.

Activities: Participants were involved in several activities that sharpened their knowledge of resources that were easily available. These included the phone book, *Yellow Pages*, *Occupational Outlook Handbook*, and the teachers' own ingenuity.

Session VII (Evening Meeting)

Title: Module Writing and Self-Investigation - Evaluation

Goal: Participants will finalize their study of writing infused career education modules with a brief study of self-investigation/evalutaion and produce a second career education module for use in their classroom.

Activities: The evening began with a brief discussion of methods of leading students through self-investigation activities. Several such activities were shared with the groups. The session concluded with the production of the final infused module required of each teacher.

Session IX and X (Two Evening Meetings)

Title: Career Fair and Hands-On

Goal: Participants will acquire a knowledge of activities that will serve as an effective teaching device and also be exposed to business/industry representatives and their materials as they relate to the world of work.

Activities: Identical activities were planned for both evenings. One half of the participants were involved in planned hands-on activities while the other half attended the career fair.

The next evening the groups exchanged assignments.

Session XI (Saturday Morning Meeting)

Title:	Wrap-Up and Evaluation
Goal:	Participants will review materials which will be discussed and demonstrated in order that they may better utilize these materials in career education curriculum infusion.
Activities:	Participants returned to their small groups and interacted with leaders. Additional activities were disseminated and practiced by the teachers.

Session XII (Saturday Afternoon Meeting)

Title:	Wrap-Up and Evaluation
Goal:	Participants will preview plans for procedures and activities of the second phase of the project and complete an overall evaluation of their staff development experiences.
Activities:	Meeting in large group session, the participants were briefed on plans for implementation of Phase II activities during the following year. Phase II dealt with implementing the infused curriculum in the project classrooms. Some time was devoted to interaction with the project staff.

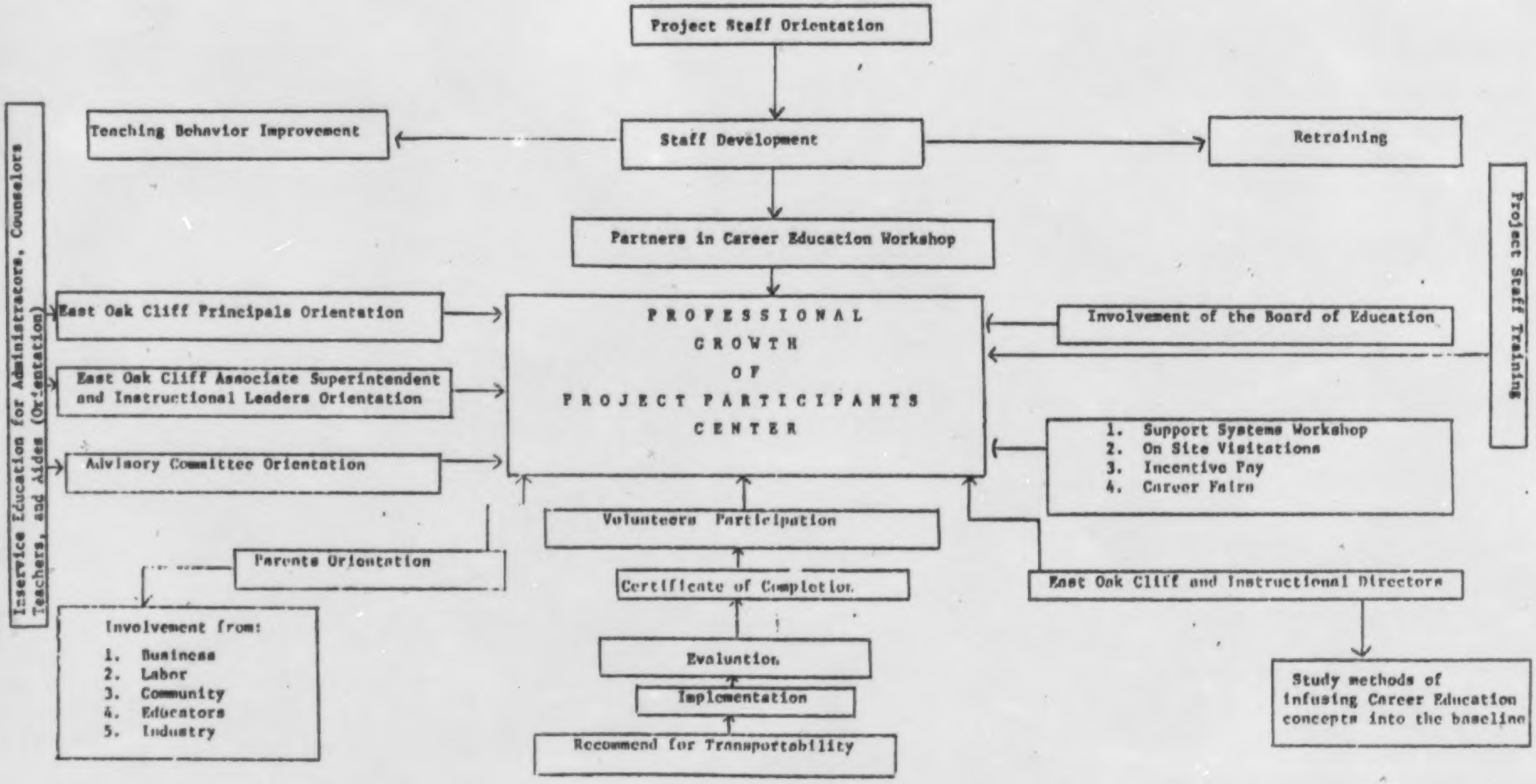
Sessions XIII, XIV, and XV (Summer Meetings)

Title:	Site Visitations
Goal:	Participants will develop an increased awareness of the multiplicity of career options through site visitations.
Activities:	Visitation sites were pre-arranged by project staff members and each participant was assigned to three locations. Most met at the project office and traveled to the site via transportation provided by project funds.

Following the final site visitation, the participants were treated to a project luncheon. The final speakers were heard, appropriate awards were delivered, and a fond farewell was expressed as teachers were released for the summer vacation. The project staff was hopeful that all would be enthusiastic as work continued in the fall.

TABLE 6

K-12 URBAN CAREER EDUCATION PROJECT MODEL FOR STAFF DEVELOPMENT


Project Staff Orientation
Staff Development
Teaching Behavior Improvement
Retraining
Partners in Career Education Workshop
Inservice Education for Administrators, Counselors Teachers, and Aides (Orientation)
East Oak Cliff Principals Orientation
East Oak Cliff Associate Superintendent and Instructional Leaders Orientation
Advisory Committee Orientation
PROFESSIONAL GROWTH OF PROJECT PARTICIPANTS CENTER
Involvement of the Board of Education
Project Staff Training
1. Support Systems Workshop
2. On Site Visitations
3. Incentive Pay
4. Career Fairs
Volunteers Participation
Parents Orientation
Certificate of Completion
East Oak Cliff and Instructional Directors
Involvement from:
1. Business
2. Labor
3. Community
4. Educators
5. Industry
Evaluation
Implementation
Recommend for Transportability
Study methods of infusing Career Education concepts into the baseline

Project evaluators designed and administered evaluation instruments for each session. Additionally, the project staff met after each session to discuss the events of the previous day and determine what improvements should be in place before the next staff development session. It was necessary to maintain a flexible role in regard to these workshops. All participants were quite free in expressing their various "needs" and each need was met on an individual basis. Care was taken to avoid conflict with other district activities, but still the problem arose and the project needed to be flexible in dealing with each. However, the majority of the participants were receptive, cooperative, interested and generated enthusiasm by becoming involved in the sessions. These positive attitudes did much to encourage staff members as they worked hard to implement the staff development plan.

CONCLUSIONS REGARDING STAFF DEVELOPMENT

As previously stated, project evaluators monitored the effect of staff development sessions through a series of evaluative instruments. The results of these instruments were interpreted by the Department of Research, Evaluation and Information Systems and the following conclusions were made.

Conclusion 1. It was concluded that participants were satisfied with the administration of the workshops.

Evidence cited for this conclusion was the high rate of attendance throughout the workshops, the overall favorable response to opinion items, and the achievement of the participants. The largest successes of the workshops were: (1) hands-on and career fair activities, and (2) small group activities. The largest of the dissatisfactions were (1) selection of speakers, and (2) the slow pace of some activities.

Conclusion 2. It was concluded that participants were sufficiently exposed to the field of career education.

Achievement data gathered during the workshops indicated that, while participants were unaware of the expectations made of them in earlier sessions, their progress in learning about the field of career education increased throughout remaining sessions. Of the learning devices used in teaching these workshops, the most effective was small group sessions, and the least effective was assigned reading material.

Conclusion 3. It was concluded that participants need more experience in writing usable, infused curriculum modules in career education.

Although participants demonstrated success in learning in the two areas: (1) the infusion process, and (2) the components of the curriculum module, many encountered difficulty in interweaving them into the actual production of an infused curriculum module. More emphasis in this task was needed in the training sessions.

Conclusion 4. It was concluded that participants know how to identify and use community resources as a result of the training sessions.

Through on-site visitations and community resources used in the training sessions, participants were able to relate their needs in the field of career education in terms of selection and accessibility of community resources. Participant perceptions of the world of work broadened as a result of such experience.

COMMUNITY INVOLVEMENT

The school/community component of the K-12 Urban Career Education Project complemented the curriculum infusion efforts by utilizing community resources: human, material, and agency. These resources provided the students and teachers involved with stimulating and unique learning experiences. To accomplish this, various career-related learning materials were sought out and/or produced; citizens from many career fields became active classroom participants and vocal supporters of project efforts; and contributions from diverse Dallas sources were pursued. The Phase I community involvement thrust was, therefore, people oriented. Four distinct committee groups were identified, contacted, coerced, cajoled, and recruited for a variety of laudable services.

Parent involvement constituted a most valuable input. It was of prime importance for as many parents as possible (as well as the Project Parent Advisory Groups) to check items on the needs assessment survey. These items dealt with what parents felt students should be learning, but were not, and their degree of acceptance of career education concepts and approaches. The Parent Advisory Group from the selected schools were, in fact, representing Title I E.S.A.A. programs. It seemed feasible to all involved that this group work closely with the project as well as other committees dedicated to community involvement. Average participation per school was eight to ten members. A representative balance was sought in recruiting additional members in order that social service agencies, small private industries, churches, other parents and students could share in decisions.

Another community sector which proved to be the genesis of service, suggestions, and stability was the Project Action Committee. Thirty-six active members representing various occupational fields: HEW, large corporations (IBM, Xerox, Mobil), National Alliance of Businessmen, the local Chambers of Commerce, assorted social service agencies, law, banking, and advertising. Formation of this committee came through approaches such as designated Dallas Independent School District programs, letter writing campaigns and personal (contacts) explaining project goals and needs.

The Higher Education Task Force (comprised of Dallas County Community College District, junior colleges and area four year colleges) was formed to deal with project and community concerns relating to higher education for students in East Oak Cliff schools. Five community colleges and six major universities were represented. Representatives from each campus comprised the Higher Education Task Force. However, with rare exceptions, different representatives attended each bi-monthly meeting. Thus, continuity of sense of mission was diffused. The fourth group, which project personnel endeavored to involve, was the Business Task Force. A different focus was sought from this group; that is, the provision of necessary economic resources beyond those allotted within the Project award.

Assembling these committees was a painstaking, continual process. Across the board, it was found that one good contact led to another. Interested parents always know of other parents equally concerned. Likewise, the business community is very aware of those persons dedicated to outreach service which has an immediate impact on students. Personal recommendations on both committees were very helpful. Each of these four groups fulfilled divergent needs of project schools. Just as the macrocosm of all society is interdependent, the microcosm of the career project required a variety of services.

The Parent Advisory Groups were of particular help in disseminating project information to their respective communities, identifying instructional needs within their specific schools, identifying consistent student absentees, spotting deprivational needs, chaperoning field trips and student activities, and in lending their support and ideas within staff development and parent workshops.

The Project Action Committee members became involved early in planning for, and participating in, particular staff development sessions (e.g. interviewing, career awareness sessions). During Phase I, the members also aided in dissemination of project efforts and information. They assisted in developing short and long range strategies for business/labor/industry involvement. This committee projected resource visits for the second year (frequency and personnel needed for student population) and advance planning for possible site visitations during Phase II was begun. Finally, this committee assisted in the needs assessment survey.

The Higher Education Task Force (HETF) was particularly interested in establishing and maintaining close ties with EOC high schools. This feeling was shared by parents and principals of these schools. Beyond this focus, another HETF responsibility was to assist in the areas of staff development and curriculum. The staff and HETF representatives made suggestions and planned during Phase I. Their role was expanded to include more interaction during Phase II.

As mentioned previously, the Business Task Force (BTF) had, as its main thrust, the provision the necessary economic resources beyond those allotted within the project contract award. Parental and administrative concern regarding student welfare were eminent. It was felt that such needs as lack of proper clothing, lack of adequate diets of others, transportation and security needs of still others, seriously impaired learning. It was envisioned that this group would serve to alleviate these needs.

Phase I action consisted of contacting the businesses and responding to those who replied positively. The response from big business was limited due to prior commitments to the multiplicity of DISD programs, but it was expected that support would grow during Phase II.

CHAPTER THREE

IMPLEMENTING A COMPREHENSIVE CAREER EDUCATION MODEL
(The Delivery)

All the efforts of staff development training, community involvement and curriculum adaptation culminated in the massive push toward the implementation of an infused career education curriculum in the project schools during Phase II. Many persons from all segments of the Oak Cliff Community contributed in efforts to implement the model developed during Phase I of the project. Teachers continued professional growth activities to augment the development of exemplary career education material. School administrators and students became more closely involved in UCEP planning and implementing. Parents of participating students assisted in many support activities. Perhaps the most impressive impact came from the actions of the business/industry/labor community in developing successful career activities for East Oak Cliff students. Serving as the catalyst to successfully pull together all these components, the project staff tirelessly worked to facilitate a successful infusion of basic curricula and career education.

THE PROJECT STAFF

The project staff was expanded to include twelve members. The entire staff was involved in pulling together available resources and matching those resources to the needs expressed by the individual teacher. Each team member relied heavily on the experiences and advice of the others in locating necessary resources. Each worked closely with members of the business/industry/labor community for similar advice and guidance. Additional efforts were made to coordinate the needs and resources expressed by parents and administrators.

A study of the characteristics of the twelve member staff revealed the following statistics. Of the twelve, nine persons were assigned to professional positions and three fulfilled supportive responsibilities. Seven of the staff had classroom teaching experience with the remainder contributing experiences in other vocations.

TABLE 7
YEARS OF PUBLIC SCHOOL EXPERIENCE
(PROJECT STAFF)

1 - 4	5 - 10	11 - 20	Over 20
5	3	3	1

Examination of the personal characteristics of the staff resulted in data that compared with similar data collected from project participants. Staff gender was divided into three men and nine women. The ethnicity breakdown resulted in six black members, three anglo members and three members classified as others (One Mexican-American and two native Americans). It was discovered that all members of the staff were residents of Dallas. Of the twelve, three had high school diplomas, two had bachelor's degrees, six had master's degrees and one had achieved a doctoral degree.

Members of the staff were picked specifically to reflect a representation of the Dallas community with whom the project was to work. The varied backgrounds of the members contributed greatly to the successful compilation of resources that were free from the domination of any one segment of the community.

COMMINUTY COLLABORATION

One of the largest successes of the Urban Career Education Project was measured by the involvement of various segments of the Dallas community. Many persons worked diligently to bring together a pool of resources: human, material and agency. These persons included representatives from business/labor/industry, professional and service organizations, as well as governmental, military and higher education institutions.

These persons were organized into three main groups. First of all, there was the highly successful Project Action Committee. The Higher Education Task Force served in a supportive capacity, yet was less successful. Finally, the Business Task Force was formed but achieved even less success.

PROJECT ACTION COMMITTEE

Forming the nucleus of community involvement of Phase II of the project, this group began the implementation year with thirty-six members. Thirty-two of those members remained committed throughout the year. All served as resource persons in the classroom or hosted students at their place of business. Many PAC members served as both. The PAC as a whole was invaluable as an advisory committee. Project information was disseminated through them to the remainder of the community. They were extremely important as a lobbying agent for project goals both in the Dallas community and within the Dallas Independent School District.

The members were adept at interacting with the participating students and donated many hours to such activity. An early PAC activity consisted of attempting to predict what resources the teachers would request. Although this proved to be beneficial in preparing PAC members for classroom interaction, it became apparent that predicting such needs was indeed difficult.

Members became very flexible in their presentations, as they were called for any age group from five years to eighteen years. In addition, the request ranged from a discussion of interviewing techniques to job characteristics to the importance of reading on the job. All thirty-two were ready for any request made by a participating teacher.

In addition to maintaining a flexible character, the PAC was recruited to maintain a composite of the many components of Dallas society. No one race, sex, or business area dominated the group. As a result, the following statistics supported the claim of a balanced community group.

Table 8
PAC CHARACTERISTICS

RACE	Black	Anglo	Mexican/American
	15	12	5
SEX	Male		Female
	19		13

Combining these two characteristics a composite appeared as follows:

Black males	- 8
Black females	- 7
Anglo males	- 7
Anglo females	- 5
M/A males	- 4
M/A females	- 1
TOTAL	32

The following occupations were represented on the advisory committee:

Education

1. Bishop College
2. Mountain View Community College
3. Richland Community College
4. University of Texas at Dallas

Financial Services

1. American National Insurance Company
2. Republic National Bank

Human Services

1. Dallas County Manpower
2. Department of Health, Education and Welfare (2 members)
3. Mental Health/Mental Retardation
4. Minority Women Employment Program (2 members)
5. National Conference of Christians and Jews
6. Operation SER
7. Young Men's Christian Association

Industry

1. Garland Foods
2. Xerox
3. IBM
4. Mobil Pipe Line Company
5. National Alliance of Businessmen
6. Rockwell International

Media

1. KNOK - Radio
2. KXTX - Television

Merchandising

1. J. C. Penney Company
2. Sears, Roebuck and Company

Mexican-American Chamber of Commerce

Self-Employed Individuals

1. Accountant
2. Advertising Designer
3. Freelance Advertiser
4. Realtor

Utilities

Southwestern Bell Telephone Company

HIGHER EDUCATION TASK FORCE (HETF)

The HETF was created to involve all colleges and universities of the North Texas area in those project efforts relating to higher education as it affects students from the selected EOC schools. A close network of communication with these institutions insured the exchange of such vital information as:

1) scholarship opportunities for students
2) financial aid packages for needy pupils
3) further career guidance at these institutions to bolster student interest and preparation
4) part-time employment opportunities for the student

Meeting once every two months, this group proved to be very instrumental in organizing on campus visits for EOC students and as resources for college days at the participating high schools. The group was beneficial to the development of staff training sessions on a limited basis. Additionally, participating counselors were able to secure scholarship and financial aid information through task force committee.

The following schools were represented on the task force:

1) Bishop College
2) Cedar Valley Community College
*3) Eastfield Community College
*4) East Texas State University
5) El Centro Community College
*6) Mountain View Community College
*7) North Texas State University
8) Richland Community College
9) Southern Methodist University
10) University of Texas at Arlington
*11) University of Texas at Dallas

Those colleges marked with * remained constant in their service to the task force. The same representative attended the meeting each time. However, this was not the case with the other schools. The individuals present would vary from meeting to meeting and this proved to be a terrific handicap to he effectiveness of the group. The project staff found themselves re-orienting the task force at each meeting on expected goals and concepts regarding the role of higher education in career education. The commitment of each school weakened each time the appointed representative changed.

The HETF sponsored field trips for interested students proved to be exceptionally beneficial. EOC students who would normally have no exposure to higher education were introduced to the facilities and resources available at the college campus. The HETF also formed the nucleus of the highly successful college days held at both participating high schools. Additional colleges and universities assisted the HETF for these activities. These were:

1) Baylor University
2) Howard University
3) Jarvis Christian College
4) Prairie View A&M University
5) Texas Women's University
6) U.S. Naval Academy
7) Wiley College

BUSINESS TASK FORCE (BTF)

As discussed in Chapter 2, the Business Task Force was initiated to supply financial support in areas not covered by government funds. Attempts were made during Phase II to expand this idea.

Initially, bigger business groups were to serve in this capacity. These firms could easily absorb the expense and, in addition, could use this as a tax advantage when reporting was made. Such a group was to be given the charge of supplying the following:

1) job placement opportunities
2) paid/non-paid work experiences
3) material resources for classroom instruction
4) educational options that related to the future needs of the economy (i.e. training in areas of projected technological advancement)
5) financial resources

An involvement schedule for this committee was developed to include meetings, work experiences for students and material needs. However, this schedule was never implemented because the BTF was never successfully organized.

Two reasons for this lack of success were identified. First of all, there was a feeling of "programitis" on the part of the larger Dallas businesses regarding their commitment to public schools. Most of these concerns were deeply involved in other DISD programs such as the Adopt-a-School Plan and the Magnet School concept. Each felt that they could not extend their commitment to include the K-12 Urban Career Education Project. Secondly, project attempts to organize such a group were begun too late to plug into these other successful and on-going programs that had already garnered the support of big business. Successful solicitation of financial aid required an enormous amount of lead time. More clout was available by working within the framework of programs within the school district, as well as through the local Chamber of Commerce. It was noted, however, that financial support of any project, no matter how worthy, was an exceedingly delicate and difficult thing to achieve.

DESCRIPTION OF POPULATION

As the project staff worked to organize the community segments in order to best utilize those resources, a similar effort was underway to maintain the involvement of participating persons in the project schools. Four major groups were important in the development of this thrust. These groups were students, teachers, principals and parents. Each was important in the overall success of the project and should be examined closely.

THE STUDENTS

The project efforts centered on approximately eighty percent of the predominately black students in EOC. The breakdown of enrollment by grade level was as follows:

TABLE 9

STUDENT PARTICIPANTS

GRADE LEVEL	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
ELEMENTARY	8	8053
MIDDLE SCHOOL	4	5492
HIGH SCHOOL	2	6685
TOTAL	14	20,230

Each of these schools is a neighborhood school with a regular attendence area from which to draw students. Some students are encouraged to transfer to one of the six DISD magnet schools or any school where blacks are in the minority, and thus a substantial percentage of students attend schools outside of EOC.

The elementary schools participating in the project were Title I schools and thus came from economically deprived areas of the city. Naturally, the same was true of the middle schools and high schools. The enclosed tables provided academic and demographic data to verify both the economic and educational deprivation level of the student population.

Definitions of Abbreviations Used

NOTE! All data are from the 1973-74 school year, except where noted.

INCM - the percent of school communities that each school community is higher than, in average family income. The median family income in Dallas is $10,019.

EDUC - the percent of school communities that each school community is higher than, in average parental educational level. The median parental educational level in Dallas is 12.2 years.

DEP - the percent of students coming from economically deprived families as given in the Title I Application, Spring 1976.

ADA - the ratio of average daily attendance (children actually present) to average daily membership (children enrolled).

TABLE 10

1975-76 ITBS EAST OAK CLIFF

PARTICIPATING ELEMENTARY SCHOOL DATA

MEDIAN PERCENTILES (LARGE CITY NORMS)

	Language Arts Grade			Mathematics Grade			Reading Grade			INCM	EDUC	DEP	ADA
School	2	4	6	2	4	6	2	4	6				
Bryan	36	10	8	26	6	4	34	16	12	34	55	67	91
Bushman	24	10	4	26	6	2	34	14	8	32	58	76	90
A.S. Johnston	19	10	8	26	6	4	20	16	14	21	48	78	89
Lisbon	24	14	10	36	4	6	34	16	8	18	21	76	89
Miller	35	14	8	26	6	2	42	16	8	33	58	68	91
Mills	35	20	4	48	6	2	34	22	6	17	31	75	89
Oliver		16	18		8	6		16	12	48	64	61	93
Russell		10	8		4	2		14	6	41	40	79	91

TABLE 11

1975-76 ITBS-ITED EAST OAK CLIFF

PARTICIPATING MIDDLE SCHOOL DATA

MEDIAN PERCENTILES (LARGE CITY NORMS)

School	Language Arts Grade		Mathematics Grade		Reading Grade		INCM	EDUC	DEP	ADA
	8	9	8	9	8	9				
Ervin	6	16	4	30	10	20	53	71	61	92
Holmes	6	18	6	38	10	18	11	35	71	84
Storey	4	16	4	30	10	18	20	42	64	87
Stone	*8		*4		*8		29	45	70	89

*These data are 6th grade data

TABLE 12

SENIOR HIGH SCHOOL ITED DATA

School	Language Arts Grade 12	Mathematics Grade 12	Reading Grade 12	INCM	EDUC	DEP	ADA
Roosevelt	12	22	14	9	12	36	87
South Oak Cliff	12	22	12	31	59	29	83

TABLE 13

SPECIAL SITUATION

Zumwalt Junior High is now called South Oak Cliff Annex and contains grade 9.

School	Language Arts Grade		Mathematics Grade		Reading Grade		INCM	EDUC	DEP	ADA
	8	9	8	9	8	9				
Zumwalt	6	18	6	30	12	18	39	29		83

THE TEACHERS

During the first phase of the K-12 Urban Career Education Project, the project staff set out to recruit and train 25% of the staff at fourteen participating schools. A total of 239 participants were involved in staff development sessions during the first year. After the summer vacation, transfers and terminations had reduced the number of participants from 239 to 206. The following table represented the distribution of K-12 UCEP participants by school and position.

TABLE 14
DISTRIBUTION OF PARTICIPANTS K-12 UCEP
BY SCHOOL AND POSITION

Participation Rate[a]	School	Classroom Teachers	Resource Teachers	Guidance Counselors	Teacher Aides	Others	Total Participants
14%	Bryan (K-6)	6	1	-	2	-	9
22%	Bushman (K-6)	11	-	-	3	1	15
26%	Johnston (K-6)	12	1	-	2	-	15
18%	Lisbon (K-6)	6	-	-	1	-	7
20%	Miller (K-6)	8	-	-	5	-	13
24%	Mills (K-6)	10	1	-	4	1	16
30%	Russell (4-6)	8	-	-	1	-	9
13%	Oliver (4-6)	4	1	-	-	-	5
33%	Ervin (7-8)	3	-	-	2	-	5
23%	Holmes (7-8)	20	-	1	4	-	25
15%	Stone (7-8)	5	1	1	1	-	8
23%	Storey (7-8)	17	-	4	1	-	22
19%	Roosevelt (9-12)	19	-	1	-	2	22
16%	SOC Annex (9)	11	-	2	-	-	13
16%	SOC High (10-12)	16	-	3	1	2	22
TOTAL		156[b]	5	12	27	6	206

[a] Participation rate is the percentage of K-12 UCEP teacher compared to the entire teaching faculty.

[b] Two additional teachers who had transfered from one project school were later found at other participating schools and added to the K-12 UCEP roles.

Characteristics of the participants in the K-12 UCEP were examined as to both personal and professional distinctions. These findings are represented in the following tables.

TABLE 15
PERSONAL CHARACTERISTICS

SEX	Male-49		Female-157		
ETHNICITY	Black -122	Anglo -70		Other -14	
RESIDENCE	Dallas -188	Outside Dallas - 18			
EDUCATION	High School	Associate	Bachelors	Masters	Doctors
	27	1	102	75	1

TABLE 16
PROFESSIONAL CHARACTERISTICS

ASSIGNMENT	Teaching -156						Non-teaching -50						
PUBLIC SCHOOL EXPERIENCE	1-4 years 73		5-10 years 65				11-20 years 46			21+years 17		No Response 5	
SENIORITY AT PRESENT SCHOOL	1-4 years 128		5-10 years 61				11-20 years 11			21+years 0		No Response 6	
GRADES TAUGHT	K	1	2	3	4	5	6	7	8	9	10	11	12
	6	6	9	9	12	13	9	29	17	23	11	6	6
TEACHER CONTENT AREA (50% of time)	Lang.Arts 43		Soc. Stud. 10				Math. 18		Science 14		Occupational Ed. 12		
	Creative Arts 18			Recreative Arts 8					Self-Cont. 23			Others 10	

The 206 participants involved in project activities were a diverse group representing fourteen project schools (fifteen campuses) in the East Oak Cliff Sub-District. The participants represented all subject areas with a variety of educational degrees and public school experience. The original goal of 25% faculty participation in project activities was altered to 21% actually involved in the implementation phase. The thirty-one teachers lost between the school years were not replaced because of the special year long staff development training that had occured during Phase I.

After examining this data, DISD evaluators determined that the distribution of staff characteristics showed several interesting things. The sub-district's distribution of teachers by ethnicity was approximately 50% Anglo and 50% not. The compostion of K-12 UCEP participants was 66% non-Anglo. The high percentage of females probably reflected the DISD's preponderance of females assigned to elementary schools. The distribution of experience roughly followed subdistrict figures. There was a large percentage (14%) of first year teachers who volunteered for the project.

The major thrust of teacher training took place during Phase I. However staff development continued throughout Phase II on a limited basis. Two large sessions were held for all the participants. The first, at the beginning of the school year, was designed to re-orient the teachers and to explain the UCEP process of implementation and evaluation. Special emphasis was placed on the importance of the four areas of documentation: evaluation forms, observation reports, field trips and resource speakers. Commercial and project developed materials were disseminated to all participating teachers. The second session, conducted in December, focused on highlighting exemplary activities designed by participating teachers. The focus shifted from training sessions to sharing sessions.

Smaller groups were involved in staff development sessions throughout the year. One session was held for project contact persons dealing with efficient methods of monitoring and supporting fellow teachers. Shorter afternoon sessions were held at each participating school during the spring to continue to review and discuss the implementation of career education into the existing curricula. Elementary teachers had an additional opportunity to participate in staff training at two sessions dealing with improving teaching strategies and further sharing of exemplary ideas.

Facilitators continued to work with their teachers on effective use of materials and efficient evaluation writing. A constant flow of suggested activities was piped into the teacher's hands from the project facilitators. Teachers were further instructed that once mastery of the assigned BLO's was reached, they were free to infuse any of the 177 outcomes that were available. All efforts were made to keep the enthusiasm and participation of the teachers at a high level.

PRINCIPALS

The K-12 Urban Career Education Project enjoyed the support and advice of the building administrators in all of the participating schools. At the outset of Phase II activities, the project was met with a turnover of 40% of the project principals. This meant that the staff would have to concentrate on scheduling additional orientation sessions for the new EOC administrators. The project was encouraged by the enthusiasm displayed by the six new administrators. Project facilitators met individually with each to discuss the history and philosophy developed by the Phase I activities.

Principals were instrumental in assisting in the collection of teacher evaluations of career education lessons. Each was important to the planning and implementing of student field trips and other extra curricular activities such as shadowing and interning. The principals proved to be outstanding host or hostesses to all the visitors who were in their building. The secondary principals were kind enough to open their schools for meetings of the Project Action Committee. In most cases, the students prepared and served a luncheon for the members.

A break down of the characteristics of these fifteen principals revealed that thirteen were Black, while two were Anglo. Twelve men served as principals compared to only three women. Combining these statistics we find eleven black male principals, two black female principals, one anglo male and one anglo female principal. All project principals resided in Dallas in accordance with DISD guidelines.

PARENTS

The involvement of parents became an important component of Phase II activities. The community resource coordinator was successful in utilizing parent advisory groups that were on-going in the project schools. These advisory committees from each of the selected schools actually were bodies representing the Title I ESAA programs. The project contributed to the recruitment of members and thus was able to use these groups as support for project activities.

Staff development sessions for Phase II focused on Parent Workshops designed to facilitate the involvement of parents in the EOC schools. A total of four evening sessions were held throughout the year. The topics discussed and developed along with the number of parents attending were as follows:

TABLE 17

PARENT TRAINING SESSIONS

Session Number	Topic	Number of Parents
One (November)	Orientation to Project	32
Two (January)	Methods of Problem Solving	28
Three (March)	Identifying Problems	52
Four (May)	Effective Parenting	33
	TOTAL	145

Sixty-seven individuals attended the meetings with many attending more than one. Parents were paid a stipend of $3.00 an hour for each of the four meetings held from five to nine in the evening. Session Three included a dinner compliments of the K-12 UCEP. This probably accounted for the higher attendance rate at that session.

The project realized that the average attendance rate of thirty-four persons fell considerably short of the expected seventy-five participants (five parents from each project schools). However, success was found in that the initial step in garnering parental support was made. It was hoped that the East Oak Cliff Sub-District would continue to develop an effective and active parental component in the community.

CULMINATING THE IMPLEMENTATION

Most infusion implementation activities drew to a close early in May. The closing weeks of the school term saw project facilitators involved in the often frustrating task of collecting documentation of the number of infusions and community resources utilized. Based on this collection of documentation, the following report of infusion can be made. This report encompasses the treatment of the basic learner outcomes (BLOS), the resources secured by teachers and community in the form of field trips and resource speakers, as well as an evaluation of other career education activities (i.e. shadowing, internships, seminars and job placement).

TREATMENT OF BASIC LEARNER OUTCOMES

Twenty-four kindergarten through third grade teachers documented a total of 394 infusions. Based on the priority ranking of career education categories, these infusions fell within the following. The third column of the chart dealt with a comparison of the number of outcomes addressed with the number of outcomes listed under that category. This gives an indication of how well the category was mastered.

TABLE 18
K-3 INFUSIONS

Category Number	Number of Infusions	Outcomes addressed/ Outcomes available
8	122	10/32
5	44	11/25
3	42	4/10
6	6	3/17
2	29	6/12
4	48	11/18
9	33	12/18
1	44	7/12
7	26	7/25
TOTALS	394	71/177

Of these 394 infusions reported, 151 dealt with the basic learner outcomes that had been assigned to the teachers. These twenty-four teachers reported the following:

TABLE 19
K-3 INFUSION OF ASSIGNED OUTCOMES

Subject Area	Assigned BLO	Number of Infusions
Language Arts	3:04	35
	8:31	24
Social Studies	5:06	13
	8:29	25
Mathematics	8:07	40
	8:12	14
TOTAL		151

Forty-seven fourth through sixth grade teachers were involved in the project. Five of these teachers did not have a class load and therefore did not report infusions. In addition, two teachers received transfers midway through the school year. Therefore, the forty remaining teachers reported 481 infusion activities. These fell within the following categories.

TABLE 20
4-6 INFUSIONS

Category Number	Number of Infusions	Outcomes addressed/ Outcomes Available
8	142	15/32
5	126	15/25
3	44	4/10
6	2	1/17
2	34	7/12
4	32	8/18
9	45	10/18
1	32	8/12
7	24	12/25
TOTALS	481	80/177

Approximately one-half of the infusions reported dealt with those basic learner outcomes that had been assigned to the 4-6 teachers.

TABLE 21
4-6 INFUSION OF ASSIGNED OUTCOMES

Subject Area	Assigned BLO	Number of Infusions
Language Arts	3:04	16
	5:11	7
	5:14	27
Social Studies	5:22	48
	8:01	19
	8:29	22
Mathematics	8:07	29
	8:20	6
	8:21	26
Science	8:02	14
	8:03	1
Health	3:07	13
	5:25	18
TOTAL		246

Forty-five middle teachers participated in the implementation phase in their schools. These teachers documented 461 instances of infusion in the following manner.

TABLE 22
7-8 INFUSIONS

Category Number	Number of Infusions	Outcomes addressed/ Outcomes available
1	75	11/12
8	74	20/33
5	66	17/24
4	51	14/25
6	11	5/17
2	63	11/12
7	51	18/25
9	50	13/18
3	20	7/10
TOTALS	461	116/172

The forty-three subject area teachers (minus two special education classroom units) reported the following treatment of assigned basic learner outcomes.

TABLE 23
7-8 INFUSION OF ASSIGNED OUTCOMES

Subject Area	Assigned BLO	Number of Infusions
Language Arts	1:03	12
	5:11	8
	5:19	8
Social Studies	1:02	10
	5:08	4
	8:01	11
Mathematics	8:08	0
	8:10	1
	8:21	3
Science	1:02	10
	8:02	19
	8:03	5
Music	5:22	19
	7:12	8
	9:15	7
Art	1:12	24
	5:22	(19)*
	8:16	12
PE/Health	5:04	4
	5:10	0
	5:15	2
Occupational Arts/ Electives	1:04	7
	5:06	4
	8:02	(19)*
TOTAL		178

*BLO has already been quoted on chart and will not be counted twice.

Forty-seven classroom teachers, plus two librarians, participated on the high school level. These persons reported a total of 643 infusions in the following categories.

TABLE 24
9-12 INFUSIONS

Category Area	Number of Infusions	Outcomes addressed/ Outcomes available
8	61	19/33
2	129	11/12
5	110	22/25
9	94	18/18
6	34	13/17
1	57	12/12
7	57	19/25
3	56	9/10
4	45	18/25
TOTALS	643	141/177

Approximately one-third of these infusion activities focused on the assigned basic learner outcomes.

TABLE 25
9-12 INFUSIONS OF ASSIGNED OUTCOMES

Subject Area	Assigned BLO	Number of Infusions
Language Arts	2:09	29
	5:11	16
	5:19	4
Social Studies	2:02	12
	5:08	12
	8:01	9
Mathematics	8:08	3
	8:10	2
	8:21	6
Science	1:02	3
	8:02	15
	8:03	2
Music	5:22	6
	5:24	6
	7:12	0
Art	1:12	6
	5:08	12*
	5:22	6*
PE/Health	5:10	9
	5:15	2
	7:09	0
Occupational Arts/ Electives	1:04	13
	2:10	27
	5:06	24
TOTAL		206

*BLO has already been quoted on chart and will not be counted twice.

Field trips and resource speakers played an important role in the infusion of BLO's into the classroom curricula. Some teachers became adept at using hands-on and interaction activities to accomplish infusion. However, most teachers maintained a discussion format to relate career education concepts to academic curricula. Given more time, teachers would have experimented more with non-traditional teaching approaches.

Teacher involvement in infusing activities was outstanding. Of the 156 teachers identified as participants, only sixteen expressed non-involvement by not turning in documentation. Four elementary teachers, four middle school teachers and eight high school teachers comprised this total. Of the sixteen, only four made no provision for either a field trip or resource speaker for their classroom.

FIELD TRIPS

As previously mentioned, field trips played an important role in the development of the infused curriculum. Many months were used to lay the groundwork for this component of project activities. A special system for obtaining district approval of proposed field trips was devised to alleviate the red tape normally associated with making a site visitation. PAC committee members as well as representatives from higher education worked closely with facilitators to match teacher requests with available resources. Finally, project funds were available to finance such trips.

UCEP procedures for arranging a field trip began with the teachers expressing their desires to the facilitator. The facilitator then contacted the requested site or one similar to arrange a date and time. DISD "Request for Field Trip" forms were then completed with the signature of the building principal. However, the form was not sent through the normal field trip channels arranged by DISD. Instead, the community resource coordinator carried the forms to the East Oak Cliff office for the final signature. Transportation was arranged through a local, privately owned company and money was deducted from the project account.

Because of this simplified procedure, many problems were curtailed. First of all, the time necessary for arranging trips was cut from two weeks to two days. Often county buses would have to cancel at the last minute while the private buses were more dependable. The work of the facilitators lessened the burdens normally carried by the teachers.

Several problems surfaced and had to be dealt with as they occured. Private buses, unused to the rigors of the time factor in public education, were sometimes late, causing some frustration for teachers and students. Also, several schools experienced field trip overloads when as many as three trips would be scheduled for the same day. This problem was most severe at high school level where it was most difficult to find persons to "cover" classes while a teacher was away from the building. Facilitators then tightened their efforts to coordinate and the problem was eliminated.

The nature of the project supported as many field trips as could be facilitated. Funds were available so that each teacher could take two field trips. In the larger schools this could mean as many as fifty or sixty field trips in a six or seven month period. With the constraints imposed by normal school vacations and testing programs it is easy to see how so many trips could pose a problem.

The funds were available for 312 field trips. The project teachers participated in 223 site visitations, falling eighty-nine short of the expected total. As it became apparent that not all of the funds would be used, longer trips were utilized by some more motivated teachers. The most ambitious visitation was an ROTC trip to Fort Sill, Oklahoma for a week-end with the Army.

As a result of the diligent efforts of all those participating in the activity, the following ninety-three sites served as locations for UCEP field trips. Those marked with an * provided more than one experience for our students.

FIELD TRIP SITES

Other Dallas Independent School District Locations

*1. Administration Building
*2. Arts Magnet
*3. Business and Management Magnet
*4. Environmental Center
5. Health Professions Magnet
6. Human Service Magnet
*7. Management Academy
8. Transportation Magnet
*9. Skyline High School

Higher Education

1. Baylor School of Dentistry
*2. Bishop College
*3. Dallas County Community Colleges (five campuses)
*4. Dallas Fire Department Training Division
5. Executive Secretary School
*6. Southern Methodist University
7. Southwestern Medical School
*8. University of Texas at Arlington

Local Media

*1. KDFW-TV (Channel 4)
*2. KXTX-TV (Channel 39)
3. *Daily News Texan*
4. *The Dallas Morning News*

5. The Dallas Times Herald
6. The Post Tribune

Utilities

1. Lone Star Gas Company
*2. Southwestern Bell Telephone Company
*3. Dallas Power and Light Company

Federal Agencies

1. Fort Sill Army Post
*2. Local Post Offices

County Agencies

1. Dallas County Boys' Home
2. Dallas County Children's Emergency Shelter
*3. Dallas County Courthouse
4. Parkland Memorial Hospital

City Agencies

1. Dallas City Hall
*2. Dallas/Fort Worth Airport
3. Dallas Health/Science Museum
*4. Dallas Museum of Fine Arts
5. Dallas Transit Company
*6. Houston Park Nature Area
*7. Local Libraries
*8. Marsalis Zoo
9. Martin Luther King, Jr. Center
*10. Planetarium
11. Thanksgiving Square

Performing Arts

1. Dallas Minority Repertory Theater
2. Dallas Theater Center

Financial Institutions

*1. Bank of Dallas
2. Dallas Federal Reserve Bank
3. Guardian Savings and Loan
*4. Oak Cliff Bank
*5. Republic National Bank

Religious Institutions

1. Methodist Hospital
*2. Tyler Street United Methodist Church

Local Merchants

1. El Chico Restaurant
*2. Fair Park Ice Arena
*3. Landmark Pizza and Pipes
*4. Minyard's Food Store
*5. Olla Podrida
*6. Red Bird Mall
7. Tom Thumb Grocery
*8. Whittle Music Company

Local Manufacturers

1. Alexander Plastics
2. Clampitt Paper Company
3. Dallas Flight Service
*4. Fox and Jacobs Home Builders
*5. Garland Foods
6. Heath Sign Company
7. Lambert's Landscaping
8. Landscaping Planter's Inc.
9. Lindsay Printing Company
*10. Mary Kay Cosmetics
*11. Meisel Photo Company
12. Reliance Clay Products
13. Stockton Manufacturing Company
*14. Taylor Publishing Company
15. Verson All Steel Press Company

National Manufactures

1. Atlantic Richfield Oil Company
*2. Coca Cola Bottling Company
3. Dr. Pepper Bottling Company
4. Frito-Lay
*5. General Motors Assembly Plant
6. General Tire Company
*7. IBM
*8. Manor Bread Baking Company
9. Mobil Oil Company
10. Nautilus Physical Fitness Center
*11. Proctor and Gamble
*12. Sears and Roebuck
13. Seiko Watches
14. Southland Corporation
15. Sweetheart Cup Corporation
*16. Wonder Bread
*17. Xerox Corporation
*18. Zale Corporation

RESOURCE SPEAKERS

The utilization of speakers from the advisory committees, as well as from the total Dallas Community, brought many occupational areas into the classrooms. Initially teachers would make known to their appropriate facilitators their choice for a speaker. The facilitators, in conjunction with the community resource coordinator, then took the requests and consulted the resource bank for persons in a chosen field. In instances where a particular field was not represented, it became the responsibility of the designated committees, working with the staff, to make that speaker available. Parents in some of the schools suggested and identified friends, neighbors or even family members to be included as speakers.

A total of 420 different instances of interaction with resource speakers occurred during implementation. Eighty-five individuals can be documented as resource speakers. Many individuals participated in as many as five experiences. One resource person appeared in approximately fifty classrooms ranging from first grade to twelfth grade.

A composite breakdown of resource speakers for UCEP revealed the representation of the following vocations.

Career Area	Number of Speakers
Airlines	3
Banking	3
Beauty and Modeling	3
Education	11
Health	3
Human Services	2
Insurance	1
Legal	1

Local Media	11
Maintenance	1
Merchandising	3
Military	1
Private Industry	12
Public Service	17
Religious Service	2
Sales	2
Sports (professional)	5
Small Business	1
United Labor	1
Utilities	2
TOTAL	85

Providing resource speakers proved to be much simpler than facilitating field trips. For that reason, teachers made use of this infusion method over a hundred times more than the use of field trips. However, the method was so simple that teachers often arranged for speakers on their own and neglected to turn in documentation concerning it, thus leaving a gap in UCEP data.

SHADOWING

Many teachers and administrators expressed a desire to expose selected students to actual work settings. This exposure took the form of shadowing, as students were paired with employed persons in Dallas on a one-to-one basis. The activity was usually of a days' duration. Students spent the day observing and monitoring the daily work of various career persons. An evaluation form was completed by both parties at the conclusion of the activity. Three main objectives of the shadowing efforts were:

1) to expose students to the professional careers available with the participating firm, agency or program.

2) to encourage students to investigate career possibilities in the actual world of work setting.

3) to give students information on which to base future career decisions.

A total of 144 students participated in nine major shadowing experiences. These experiences were:

1)	DISD Administrative Staff	26 students
2)	UCEP Project Staff	10 students
3)	Steak and Ale	15 students
4)	Rockwell International	25 students
5)	Tyler Construction Company	5 students
6)	DISD Administrative Staff	24 students
7)	EOC Administrative Staff	12 students
8)	DISD Professionals for Career Paper Research	21 students
9)	Sixth graders and role models	6 students
	TOTAL	144

These experiences proved to be valuable, however, a great deal of planning was needed to coordinate students with professional persons. Additional planning was necessary to prepare students for their experience. Follow-up reports were necessary from both students and professionals to evaluate the experiences.

INTERNSHIPS

The internship sessions included high school students involved in five to ten hour sessions with the higher education sector and DISD. Thirty-five students from one participating high school interned with personnel from the University of Texas at Arlington's Communication Department.

During the first part of the day, the students were paired with professors, technicians and teaching assistants from this department. During this time various aspects of the duties required to produce television and radio representations were taught to the students. By the end of the day, students were allowed to initiate and produce a taped radio announcement and a brief television advertisement.

CAREER SEMINARS

One major career seminar was sponsored by the K-12 Urban Career Education Project. During this four hour session, twenty-five high school students interacted with professionals at Mobil Pipeline. Four basic areas of successful career development were featured:

1) The initial interview
2) The application form and its completion
3) Job descriptions and importance
4) The personal resumé

The session was held at the company's headquarters and included various persons from several job categories.

Other sessions were held with smaller groups of students. Representatives from Sears and Roebuck, IBM, Minority Women's Employment Program, Xerox and KNOK Radio conducted the sessions. Again, intensive planning of each of these sessions was needed to assure success.

JOB PLACEMENT

The part-time paid employment placement of project students resulted largely from PAC participation. Over 200 students were referred and placed within the metroplex area, sixty of which occured at the Six Flags Over Texas Amusement Park in Arlington, Texas.

Follow-up and monitoring sessions of the employed students did not occur. Project duties concerning infusion activities demanded too much time of the community resource coordinator and the resource counselor to actively initiate and participate in a comprehensive, effective follow-up program for employed students. Consequently, the 200 or so placements did not adequately provide evaluation data to determine the effectiveness of paid employment as it contributes to academic achievement. Perhaps if only twenty or thirty students had been selected for observation and monitoring, a follow-up program could have been devised.

SUMMARY

The implementation phase of the K-12 Urban Career Education Project was the culmination af all the hard work put forth during Phase I activities which laid the important groundwork. All components of the project involved themselves actively in the implementation of career education infusion.

At the center of the drive for implementation was the twelve member project staff. These persons collected input from the various advisory groups and matched these resources with the need expressed by school personnel. Three advisory groups assisted with the project. These were the Project Action Committee (PAC), the Higher Education Task Force (HETC) and the Business Task Force (BTF). The staff was concerned with the needs and opinions expressed by students, staff, principals and parents at each school. Fortunately, the K-12 UCEP was able to plug into the Parent Advisory Groups that were already functioning as a part of the Title I program.

Working together, all these groups were able to implement infusion in six areas of involvement. First, and perhaps the most predominate, was the infused classroom lessons designed by the participants. Following that, field trips and resource speaker were other effective means to accomplish implementation

Equally effective, although less widely used, were the shadowing, internships and job placements designed for individual students.

In conclusion, the implementation of a comprehensive career education model was an effort that involved many persons from all segments of the Dallas community. Undoubtedly, this involvement did much to improve the effect of education within the participating East Oak Cliff schools.

CHAPTER FOUR

MANAGING AND EVALUATING IN URBAN SCHOOL PARAMETERS

INTRODUCTION

The vastness and complexity of an educational organization in a large city created an environment that was dependent on functioning parts of the whole. Thus, the K-12 Urban Career Education Project was merely another educational cog in the machinery of the Dallas Independent School District. The readily identifiable need of developing a unique managing style became obvious. Due to the contractual nature of the instructional innovation and the promises for replication, a method of assessment was equally crucial. To accommodate these needs and provide a climate of mutual support on the staff as well as in the project schools, an implementation strategy was devised.

Another facet of the project centered on the goal of serving school clientele in non-traditional ways. For example, the benefits accruing from the importance of good nutrition among youth led to the establishment of free breakfast and lunch programs in Title I schools throughout the nation. The act of providing a balanced meal became a non-traditional response aimed at increasing the quality of education. This chapter described the responses made by the project staff to these processes and demands.

MONITORING AND SUPERVISING THE INFUSION PROCESS

Phase I personnel and new staff members were reorganized in a new structure that best implemented the monitoring and supervising of the infusion process. Four coordinators reported directly to the project director in Phase II. One was responsible for coordinating the community resources to be used in the classroom, a second coordinated project evaluation. The other two were responsible for the coordination of classroom activities designed to infuse career education into the daily curricula.

A resource counselor implemented non-traditional counseling techniques. She focused most of her attention on career guidance and the monitoring of instruction concerning basic life skills. Additional efforts included the development of a functional referral system which was designed to identify and relieve student deprivation.

Project implementation facilitators worked directly with the participating teachers and supplied the necessary information and assistance for the regular reports required by the U. S. Office of Career Education. This group formed the nucleus for the monitoring and supervising of implementation, since they were responsible for observing and assisting the teachers.

The 156 remaining classroom teachers, plus 13 other school personnel, were regrouped into areas based on grade levels and subject areas. Five new groups were formed based on the following division.

Kindergarten - Third grade/24 teachers
Fourth grade - Sixth grade/47 teachers
7-12 Language Arts/23 teachers
7-12 Math-Science-Business-Special Education/28 teachers
7-12 Social Studies and Electives/47 teachers

Several adjustments were made in group size to equalize the responsibilities and a facilitator was assigned to each group. In order to handle the overload of teachers, the implementation coordinators served as facilitators for 7-12 Language Arts and a potpourri of other areas to insure that no facilitator had too many teachers.

The facilitators attempted to visit teachers at least once every two weeks. However, other project demands and unusually bad winter weather made this impossible. Observation reports were made during each visit as well as teacher consultations to encourage implementation. Field trips and resource speakers were arranged at this level, with the help of the community resource coordinator. Secondary facilitators worked with counselors to arrange shadowing experiences for students. Work was done to insure that teachers received a quantity of exemplary materials and activities to help them infuse. All evaluation data was distributed through the facilitators. An equally important responsibility, at this level, was the collection of evaluations from the teachers.

Evaluation reports were then given to the implementation coordinators who had the responsibility for compiling the data for reports to the U.S.O.C.E. The coordinators attempted to support facilitators in their efforts to assist teachers and occasionally helped with "problem" participants. Each was responsible for other major areas relevant to implementation. The secondary coordinator also supervised the staff development component while the elementary coordinator worked with all areas relevant to curriculum.

Also important to the curriculum was the input provided from the Department of Research and Evaluation. Data from testing instruments was compiled by the evaluation coordinator who then turned the information over to the director and implementation coordinators. Data was analyzed to determine what impact it would have on the classroom infusion. Many innovative activities originated from a need that surfaced through the project evaluation.

In addition, class activities were strongly supported by the work of the community resource coordinator. He assisted facilitators and teachers in arranging and implementing the many field trips sponsored by the project. He kept track of all resource speakers and even served as one on many occasions. Provisions for the career program work experiences also fell within his realm of responsibility.

Working diligently all year, each element of the K-12 Urban Career Education Project contributed substantially to the overall success of the program. Director, coordinators, counselor and facilitators were all instrumental in implementing career education into the curricula of fourteen East Oak Cliff project schools.

ADVOCACY RELATIONSHIPS

Each facilitator worked to establish an advocacy relationship with the participating teachers. Most teachers were visited at least every two weeks, with frequent telephone calls to both schools and homes to assure that communication lines remained open. Written correspondence also flowed between project and schools. One facilitator, on a mid-winter tour of China, wrote letters to her teachers from her hotel rooms.

Most facilitators reassured teachers of their sincerity and competency by demonstrating infused lessons for the participants. It was not unusual to find facilitators and coordinators substituting for a teacher on a field trip or filling in during an emergency. All participated in field trips when extra adults were needed by chaperoning the students when the teacher was unable to leave the school.

Many hours were spent assisting teachers in solving professional problems they were facing. In addition to counseling, facilitators often took an active role in the problem solving process with principal conferences, letters of recommendations or any other steps that were necessary.

When materials were needed, the facilitator found them. If teachers were running short of implementation ideas, the facilitator supplied new ones. As field trips were requested, the facilitator arranged them. As resource speakers were needed to enhance the curriculum content, the facilitator tracked them down.

The facilitator, in return, received cooperation from his/her teachers based on the knowledge that their teaching position was not being threatened and that their attempts were being supported. The implementation of career education would not have been achieved without this relationship between the professional teacher and facilitator.

FOCUS

The project staff uniformly stressed a specific focus for implementation. The focus was based on the assigned basic learner outcomes discussed earlier in this document. Each teacher was aware that the success of the implementation phase would be monitored by keeping records in four specific areas. The first was a total of the number of field trips taken by project teachers. The second was a similar total of the number of resource persons involved in class activities. Thirdly, teachers maintained and turned in forms regarding infusion activities. Lastly, the facilitators completed observation reports on infusion activities observed during regular visits.

The community resource coordinator assisted in the implementation of field trips. Facilitator and teacher were consulted regarding possible location. One or the other would make arrangements and see that the proper district forms were completed. The community resource coordinator then took the forms, arranged for the necessary DISD approval and made arrangements for appropriate transportation. He, in turn, was responsible for keeping track of the frequency and logistics of the trips.

Resource speakers were obtained in many ways. Often the teacher arranged for his/her own speakers. Equally common was the work of the facilitator to locate the proper speaker. Other project staff members and district personnel also assisted. The facilitator had the responsibility of collecting names of resource persons from the teachers and then relaying this information to the community resource coordinator.

The teacher evaluation form was a more difficult document to obtain. The purpose of these documents was to keep the project aware of what infusion activities were being implemented during those times that the facilitator was not present to observe. The form asked teachers to identify four major areas that would supply information needed by the implementation coordinators. The teachers were asked to identify the curriculum content being addressed and to write the basic learner outcome being infused into the classroom instructions. Performance objectives and brief descriptions of the activities were reported to describe how the teacher accomplished the infusion. Finally, the teacher was asked to report the percentage of students who had achieved mastery of both the curriculum and the infused basic learner outcome.

Originally, teachers were asked to complete one form each week. However, collecting these forms became difficult early in the school year. The secondary coordinator modified his form in an attempt to generate more cooperation. The elementary facilitators continued to use the original form. As the project was beset with continual delays the decision was made to reduce the number of required evaluations. Although implementation had been in effect for twenty-four weeks, the teachers were required to turn in only. twelve forms. This procedural change seemed to appeal to the teachers and as a result more forms were submitted. 40% of the participants fulfilled their obligations regarding the forms. Another 20% were within a few evaluations of completion.

Obtaining written documentation from teachers in urban schools continued to be a problem. These persons were already overloaded with the volume of paper work being demanded by other DISD programs and individual principals. A facilitator had to communicate a feeling of compassion and encouragement for teachers in such a situation. Assistance from building administrators was requested only when all other attempts failed.

The facilitator had a parallel responsibility to the teacher evaluations in the form of the observation report. Teachers were notified of each facilitator's visits enough in advance that infused lessons were insured. These lessons were analyzed and documented to be included in the teacher's implementation folders.

Three important elements were observed and analyzed. First, the lesson was broken down to identify the basic parts of an infused lesson. These were the basic learner outcome, curriculum content, performance objective and methods/materials used in the lesson. Secondly, the facilitator observed the interaction between teacher and student, as well as student and student to determine how effective the lesson was. Finally, comments were made on facility conditions and how they either improved or limited the effects of the infused lesson. This part was included because many project teachers were forced to conduct classes under unusual and often disruptive conditions. One example was the open space portable buildings with four autonomous classes being taught simultaneously.

At no time were these observation reports to be viewed as an evaluation of the participants' teaching ability. Their function was to be an instrument to monitor the process of career education infusion. Teachers were constantly reassured of this fact.

OUTCOMES

Based on the information gained through the tabulation of field trips, resource speakers, evaluation forms and observation reports the project can accurately document 2979 infusion activities. This total was the result of the following statistics.

TABLE 26
IMPLEMENTATION OUTCOMES

Grade Levels	Teacher Evaluation	Field Trips	Resource Speakers	Facilitator Observation	TOTALS
K-3	269	97	86	151	603
4-6	302	61	61	225	649
7-12	352	100	137	178	767
9-12	533	65	136	226	960
TOTALS	1456	323	420	780	2979

These figures included only those infusions that could be documented through the medium just described. The totals did not reflect the number of career shadowing experiences, career fairs and college days that were implemented in many of the participating schools.

The project staff was also aware of many infused activities that were never documented by participating teachers. Failure to fill out the proper evaluation form was the most prevalent reason for lack of documentation. Two teachers were temporarily "lost" in the transition between Phase I and Phase II and, therefore, facilitators did not have time to adequately work to document their infusions. Unfortunately, some teachers flatly refused to submit requested documentation.

An analysis of teacher participation revealed the following:

TABLE 27

NEGATIVE PARTICIPATION

	No Evaluations	Less than 5 Evaluations	No Field trips	No Resource Speakers
K-3	0	0	1	1
4-6	4	12	4	10
7-8	5	8	8	4
9-12	9	7	19	5

TABLE 28

ENTHUSIASTIC PARTICIPATION

Grade Level	At least 12 evaluations	Eight-Eleven evaluations	Over 2 field trips	Over 2 speakers
K-3	21	2	17	14
4-6	10	8	1	7
7-8	14	13	13	19
9-12	21	9	10	18

SERVING UNIQUE EDUCATIONAL NEEDS

Twelve counselors formed the nucleus for the task of developing and providing a referral system approach to the non-traditional needs of students. Socio-economic factors which served to define the population structures for the project suggested an expansion of human services. Oftentimes the problems confronting urban school students demanded solutions from agencies in the broader community. Therefore, a system that served the unique needs of this population included a referral mechanism. Some non-school services such as community health agencies, family service agencies, and the Texas Employment Commission surfaced readily, while others were more difficult to locate. Continuous efforts were maintained to match a quick and appropriate response with the identified need. Steps in this critical approach were described as follows: early problem identification and intervention, knowledge of social service agencies, ability to minimize the amount of time between the request and the response, sensitive school personnel to aid in the process, parental and community understanding, and committed and caring counselors.

Tolbert discussed some important considerations of the action learning dependence on guidance in the following:

> "Career education is another response to public demands. Current social and economic conditions underline the critical need for improvement in both the quantity and quality of guidance. Trends in the availability of jobs, the increasing complexity of the world of work, the large number of school drop-outs, the high rate of youth unemployment, and job discrimination exacerbate the problem. Late changers and second-career persons also need assistance. The conditions that make career guidance and counseling necessary are not new. They existed at the turn

> of the century and gave use to guidance as one aspect of a social reform movement."[14]

While the approach was imbedded in historic guidance functions, the practice had not always produced results in public school districts. Faced with this situation and the public clamor for program accountability the referral system portion of the project was born.

REFERRAL SYSTEM APPROACH

During the first pre-school orientation session for counselors in Phase II, the operation of the referral system was explained. Initially, project teachers, aides, counselors, parents, and principals were alerted to the possibility that some children experience difficulty in school because of non-academic needs. Participants were urged to report all observed needs to the counselors in the project, who would initiate the referral process. For example, several students were constantly absent from school because they did not have proper clothing. Another student was having problems keeping up with classwork due to eye problems. Other students had dental or medical problems that hindered their performance in the classroom. In each of these instances the referral system was utilized to provide the resources necessary to eliminate the need.

When the referral decision was made, the counselor or guidance team shared the plan of action with the student, parent, and principal. This procedure fostered compliance with legal and administrative clearance guidelines. In as much as the non-traditional referral system was an extension of the normal pupil personnel service function, this approach did not add a burden to the local school operation.

---

[14] E. L. Tolbert, Counseling For Career Development. (Boston: Houghton Mifflin Company, 1974) pp. 19-20.

NON-TRADITIONAL COUNSELING

The importance of positive black role models was evident in the project. Students needed to interact with successful persons in the black community, so that they could develop the self-confidence to maintain the vigilant pursuit of excellence. Therefore, the effort to highlight positive black images was maintained throughout Phase I and Phase II. Middle school and senior high school students comprised the groups that were exposed to the non-traditional counseling methods and techniques.

The major role of the counselor, was to present an objective and non-biased values orientation program to students who were culturally different. Moreover, the expressive strengths inherent in the African Culture were reflected in the strategies used to counsel individuals and groups in the project. Resource speakers, career shadowing experiences, field trips, supplemental instructional materials, assemblies, and other activities featuring Blacks and other minorities were the activities used to energize this component.

GROUP GUIDANCE

One major strategy for implementing career education programs in the schools was the use of group guidance. Counselors suggested several possibilities for the use of group processes in disseminating and utilizing educational, occupational and self-assessment information. These strategies aided in the development of positive attitudes toward career planning and work. This effort was the result of cooperation between the guidance counselor and the classroom teacher.

These activities were limited only by the imagination and energy of the counselor. Group guidance was used for: (1) Information dissemination: Knowledge of the world of work was a prerequisite for good decision making. Information regarding the occupational structure, high school educational opportunities and courses of study at various preparatory levels was given to students. Information-sharing efforts were bolstered by counselor follow-up; (2) Attitude development: The clarification of career attitudes and values (i.e. the worth and dignity of all work and the development of attitudes toward oneself) were fostered within groups; (3) Exploration: Since students were in the exploratory stage of career education, various group activities were designed to stimulate and enhance that development. Role playing and simulation games were two techniques that illuminated the working world. Group counseling helped students to recognize and express their feelings and attitudes through these non-traditional approaches.

The preceeding are but a few examples of the variety of means that were employed in group guidance for career guidance. Group methods were part of an approach directed toward the assimilation of specific career education concepts and goals.

The employment of the monitoring and counseling strategies described in this chapter enabled the project to stay on schedule with the demands of local,state and federal agencies. Each strategy was the rallying point around which the infusion component and the counseling component organized as well as operated during the implementation period.

CHAPTER FIVE

GENERALIZING, CONCLUDING AND RECOMMENDING

INTRODUCTION

The controversy surrounding standardized testing as a means of educational assessment has continued through the years. Educational programs supported by federal monies, purportedly geared toward finding non-traditional solutions to traditional problems, maintain a heavy reliance on test instruments. Thus, the K-12 Urban Career Education Project, a non-traditional program for urban schools, relied heavily on the following test to demonstrate effectiveness:

1. A "School Scale"
2. Iowa Test of Basic Skills (ITBS)
3. Iowa Test of Educational Development (ITED)
4. Senior High Assessment of Reading Performance
5. Metropolitan Readiness Test (MRT)
6. Criterion - Reference Tests (CRT)

The expressed need to develop a prototypic and transportable instructional model dictated the use of an evaluation design featuring process as well as product assessment data. Essentially, process data enabled the staff to get a continuous feel for the success or failure of operational components and project activities. Product data provided decision-makers with documentation that described the effects of the instructional innovation.

There are several cautions to be aired when digesting the normative test data produced by the evaluation instruments utilized. Initially, the reader should be alerted to the possibility that effects of the innovation might not reveal themselves in a clear and useful fashion. This occurs because of many contributing factors, but attention must be focused on the inability of traditional normative instruments to adequately measure the impact of non-traditional educational treatments. Francis S. Chase finds evidence in the investigation of five major school districts in 1977-78 to substantiate this claim.

> "There is a deepening concern for the needs not well served by traditional schooling. Fewer educators and board members now attribute low achievement to inherent disabilities, lack of effort, or poverty of parents; and more and more are revising upward their expectations for students formally regarded as slow learners. Efforts to adapt the curriculum to students and to create motivation and conditions for effective learning are likewise increasing in a number of schools and programs." [13]

This observation and words of warning from many educators in various urban, suburban, and rural environments bid us to consider numerous indicators when assessing the effectiveness of an instructional intervention. The intent of these cautions are not to justify program ineffectiveness; rather - to point out the preponderance of valued subjective data that may or may not be quantifiable.

TREATMENT OF TEST DATA

The various statistical treatments used in the analysis were as follows:

1. Criterion-Reference Tests

   A. Student performance on these instruments was used to determine mastery of targeted BLOs. The simple linear regression model used for making inferences about grades K-3 and 7-12 was:

$$Y = M + B_1 X_1 + E$$

---

[13] Francis S. chase, Urban Education Studies, 1977-78 Report. The Spencer Foundation, Chicago, Illinois: May, 1978, p. 36.

Y = the number of items answered correctly on the CRT administered in May, 1978

M = the grand mean of CRT scores adjusted for X_1

B_1 X_1 was composed of two terms:

B_1= a computed coefficient that indicated the relationship between Y and X_1

X_1= the amount of exposure to career education

E = the error variance; the lack of fit of the model

B. In grades 4-6 another variable was added to the model. Thus, the full model for 4-6 was:

$$Y = M + B_1 X_1 = B_2 X_2 = E$$

B_2 X_2 was composed of two terms:

B_2= the association between Y and X_2 adjusted for X_1

X_2= a code indicating whether a student read the test (+1) or had help reading the test (-1)

2. Standardized Tests

A. In the kindergarten the model $Y= M + B_1 X_1 + E$ was used twice. One where Y was the student's raw score on the Metropolitan Readiness Test - the Pre-Reading Subtest - in April, 1978, and again where Y was the student's raw score on the Metropolitan Readiness Test Quantative Subtest in April, 1978.

M = the grand mean of MRT scores adjusted for X_1

B_1 X_1 was composed of two factors:

B_1= a computed coefficient that reflected the relationship between Y and X_1

X_1= the amount of exposure to career education

E = an error term assumed to include random differences among subjects and measurement.

B. A different model was used twice to analyze first grader's performance on standardized instruments. The model was:

$$Y = M + B_1 X_1 + B_2 X_2 + E$$

The first time Y = the student's Reading Subtest grade - equivalent score on the ITBS Level 7 in April, 1978, and a second time where

Y = the student's mathematics total grade-equivalent score on the ITBS Level in April, 1978.

M = the grand mean of Y adjusted for the independent variables X_1 and X_2

$B_1 X_1$ was composed of two parts:

B_1 = a computed coefficient that reflected the relationship between Y and X_1 adjusted for X_2 and X_1 = the student's Reading or Quantative subscore (corresponding with Y) in raw score units from the MRT in September, 1977

$B_2 X_2$ was composed of two parts:

B_2 = a computed coefficient that reflected the relationship between Y and X_2 adjusted for X_1 and

X_2 = the amount of exposure to career education

E = the assumed random error and the lack of fit of the model

C. For students in grades 2-8 an analysis of their performance in the ITBS Reading and Mathematics Total grade-equivalent scores was done. The model used was: $Y = B + B_1 X_1 + B_2 X_2 + E$

Y = either ITBS Reading or Math Total grade-equivalent scores

M = the grand mean of the dependent variable adjusted for the other terms in the equation

$B_1 X_1$ was composed of two parts:

B_1 = a computed coefficient that reflected the relationship between Y and X_1 adjusted for X_2

X_1 = the student's grade-equivalent score from the corresponding ITBS subtest in the Fall, 1977

$B_2 X_2$ was composed of two parts:

B_2 = a computed coefficient that reflected the relationship between Y and X_2 adjusted for X_1

X_2 = the amount of exposure to career education infusion that the student received

E = the random error and lack of fit of the model

D. In grades 9-12, students were administered the Iowa Tests of Educational Development (ITED). The raw scores of reading total and mathematics subtests were analyzed for each grade with the following model: $Y = M + B_1 X_1 + B_2 X_2 + E$

Y = the raw score on the ITED Reading Total or Mathematics Subtest in April, 1978

M = the grand mean of all observations on the dependent variable adjusted for X_1 and X_2

$B_1 X_1$ was composed of two parts:

B_1 = a computed coefficient that reflected the relationship between Y and X_1 adjusted for X_2

X_1 = a pretest raw score on the ITED subtest corresponding to the criterion variable

$B_2 X_2$ was composed of two parts:

B_2 = a computed coefficient that reflected the relationship between Y and X_2 adjusted for X_1

X_2 = the student's exposure to career education infusion

E = the random error and lack of fit of the model

3. Senior High Assessment of Reading Performance (SHARP)

   A. Twelfth grade students were administered a test of basic life skills to determine their abilities to function well in modern society. Three groups of students were identified after the January test administration. One group of students passed the SHARP, another group failed, and a third group was not tested due to absence as well as a variety of other reasons. Students in the latter two groups were administered the SHARP in May.

   B. Binomial Tests on each of the 13 objectives, that fewer students passed, were run to determine whether or not a statistical difference could be inferred between the pass-fail ratios of the groups. When a statistically significant higher pass-fail ratio was shown between the group taking the test for the first time in May and the successful January group a program effect was inferred.

LIMITATIONS OF STUDY

Commonly held descriptions of limitations usually contained terms such as restricted, boundary, fixed or confined. Several circumstances came to the fore during the evolution of the K-12 Urban Career Education Project that can clearly be classified as limitations. Individually, they posed problems related to successful development and implementation. Collectively, they created barriers that challenged the innovative spirit of the staff. The following listing represents those limitations that seriously hindered our efforts:

1. Administratively, the project was charted under the Associate Superintendent-Instruction and the Associate Superintendent-East Oak Cliff Sub-District. This created an organizational hybrid because of the varying expectations held for the project by the position incumbents. Moreover, lines of communication, authority, and responsibility that should have been clear, were often times confusing.

2. During the course of the two year involvement, the project had to change the location of the office six (6) times. Each move was accompanied by interruptions in telephone service and duplication of materials capability. The critical implementation period was particularly jeopardized in the months of December, January, and February by these inconveniences.

3. Due to unavoidable delays in the development of the criterion-referenced instruments the pre-test administration was completed in January, 1978. This factor decreased significantly the time for determining the effects of the treatment on the student groups.

4. The preponderance of federal programs and the accompanying bookkeeping, as well as student testing requirements, were seen as intrusive elements to participants in the project. This explainable reluctance affected the enthusiasm and effort levels of teachers, counselors, and principals during the implementation process.

While none of the limitations proved to be insurmountable, attention should be directed toward their amelioration in other school districts. The effects were realistically ascertained when the limitations were consciously minimized in the pre-planning process. Our experiences called to mind other obvious constraints that were not listed here. Suffice it to say, that internal climates for change differed drastically among the public school districts in the United States.

The purpose of the evaluation component was to provide information through the comparison of students' control and experimental performance on various test instruments. Basic learner outcomes were identified for infusion into specified curricular areas at each grade level in the project schools. The Department of Research, Evaluation, and Information Systems in the Dallas I.S.D. assumed the responsibility for monitoring and documenting the K-12 Urban Career Education Project. The Final Evaluation Report: Phases I and II"[15] provided responses to the fourteen questions that follow:

1. What were the characteristics of the project schools?
2. What were the characteristics of the instructional staff participating in the project?
3. What were the characteristics of the students in the project classrooms?
4. What was the extent of the infusion of career education in the project classrooms?
5. What other special programs were the students in the project schools exposed to?
6. What problems were encountered in implementing the project?
7. What assistance did project teachers ask for and/or receive from the staff?
8. How was community involvement encouraged?
9. What were the attitudes of project teachers toward the project?

---

[15] R. A. Zepeda and Becca Wells, Final Evaluation Report: Phases I and II, Dallas Independent School District, Department of Research, Evaluation and Information Systems (Dallas: 1978) p. 2.

10. What changes in student attitudes toward school were identified?
11. How did the project affect student attendance?
12. To what degree were the students able to master the target basic learner outcomes?
13. How did the project affect students' standardized test scores?
14. What administrative procedures were developed to implement career education?

Questions 10,11,12 and 13 provided the focus for the final chapter. The following discussion centered on gleaning generalizations, conclusions and recommendations from the data analysis.

GENERALIZATIONS

Close observation and verbal recounts from participants provided the foundation for the following generalizations:

1. The use of community resources in the form of field trips, speakers, and through provisions for work experiences stimulated student interest in the classroom instruction.
2. The effect of a short duration (one year) educational innovation on student attendance is very difficult to ascertain from a composite school attendance data base.
3. Some mastery of the basic learner outcomes was noted at each grade level, but the elementary students outperformed the secondary students as a group.
4. Although there were not overall appreciable or significant gains between the pre and post standardized test scores of students in the project , at every grade there were never losses.
5. Community resources were readily identified and utilized to enhance classroom instruction in urban schools.
6. Field trips and resource speakers were excellent ways to expose students to a variety of career options.
7. Principals, teachers, counselors, and aides supported instruction that was objective, specific and provided support services.

8. Parents endorsed the use of career education concepts as infused activities in the total curriculum of the project schools.

9. Implementation facilitators provided the local building support, assistance, and encouragement necessary to deliver the career education infusion instruction.

10. Institutional support was a critical element in the successful development, implementation, and dissemination of an educational innovation.

11. Career education programs of a comprehensive nature provided students with adaptability, employability, and basic life skills.

These eleven generalizations represented some of the insights gained during Phase I and Phase II. They were revealed here because continuous interaction with supporters and clients in the project demands their inclusion. Although the evaluative design measured, and/or produced some quantifiable results; subjective assessments were crucial in detailing the total impact of our efforts. Some of our inferences were supported with conclusive data, others needed to stand on a platform of common sense linked with the required period of transition.

CONCLUSIONS

The conclusions that follow were supported by data collected, compiled, analyzed, and synthesized by the Department of Research, Evaluation and Information Services in the DISD. Additionally their findings were published in a separate evaluation report of the K-12 Urban Career Education Project.

1. Evaluation data supported the contention that the project favorably impacted three of the four specific objectives for Phase II. The specific objectives impacted were:

   A. Produced measurable increases in the academic achievements of inner city students by the introduction into classroom activities of career education concepts infused into existing curriculum in grades K-12.

B. Produced measurable increases in students knowledge of career education of the U.S.O.E. and the Basic Learner Outcomes for Career Education by the introduction into classroom activities of career education concepts infused into existing curriculum in grades K-12.

C. Increased community involvement in student learning activities through utilization of the results of community surveys, the participation of an advisory committee or committees to identify community resources/people; and the use of community/people in classroom activities.

2. At the fourth grade, data indicated that project activities had "improved the attendance of students in participating schools" by using the career education infusion instructional process.

3. Mathematics achievement in the fourth grade was positively associated with the infusion level measure.

According to the project evaluators, " the inference was that increased exposure to career education as measured by the Infusion Scale was associated with a higher level of mathematics achievement as measured by the ITBS Mathematics subtest for grade 4 at the .01 level of statistical significance." [16] There was not a determination of an association in grades 2, 3,5 and data from grades 6,7 and 8 were unusable. In grade 1 the association was negative.

4. Exposure to career education as measured by the Infusion Scale was associated with increases in reading and mathematics as measured by Metropolitan Readiness (MRT) subtests.

Since there was no pretest for kindergarten students, evaluators stated that those students in both the experimental and control groups started school at an equal level."[17] The association between Infusion Scale and MRT performance and the subtests was statistically significant.

---

[16] R.A. Zepeda and Becca Wells, "Final Evaluation Report: Phase I and II, Demonstrating Successful Career Education Career Education Practices, K-12, In a Large Urban Setting," Dallas I.S.D. (Dallas: August, 1978) pp. 24-25.

5. Posttest grade-equivalent scores and the regression model revealed that fourth grade exposure to career education as measured by the Infusion Scale was significantly associated with improved achievement in reading as measured by the ITBS subtest.

There was no determination of a significant association in grades 1, 2, 3, 5 and data for grades 6, 7, 8 were unusable.

6.. Exposure to career education as measured by the Infusion Scale was associated with an increase of knowledge of basic learner outcomes in kindergarten as measured by Criterion-Referenced Test (CRT) Level A.

Evaluators reported that "performance on the CRT Level A increased from kindergarten to 1st grade. The important difference between the two grades was that, at the kindergarten level, higher test scores were associated with more exposure to career education at a statistically significant level."[18]

7.. Second graders demonstrated increased mastery of basic learner outcomes, when exposed to more career education as measured by the Infusion Scale, by their performance on the Criterion-Referenced Test (CRT) Level B.

8. An increased level of career education exposure measured by the Infusion Scale was associated with increased mastery of basic learner outcomes, by fourth graders, as measured by Criterion-Referenced Test (CRT) Level C.

---

[17] *Ibid.*, p.25.

[18] *Ibid.*, p.28.

The decision to provide reading assistance for students in grades 4-6 who were reading below third grade level did not significantly impact test scores. Incidentally, on CRT - Level C, "5th and 6th grade students who read the test out performed their classmates on the average,"[19] according to evaluators.

9. Level of career education exposure measured on the Infusion Scale was associated with eighth grade student mastery of basic learner outcomes. However, the percentage of correct responses was extremely low (38% and 33%) when grades 8 and 7 are considered respectively.

10. The exposure of ninth grade students to career education was positively associated with the mastery of the basic learner outcomes on CRT - Level E for secondary students. This association was statistically significant at the .01 level.

11. Some twelfth grade students at Roosevelt and South Oak Cliff mastered the basic life skills test administered. This mastery was attributed to criterion specific supplemental instruction.

Approximately forty-six percent of the twelfth grade students in project schools were retested on the SHARP. This group included students who either did not pass or did not take the test in January. The evaluators indicated that "for four of the thirteen targeted objectives the group which had never taken the test before surpassed the estimate derived from the January testing to a degree statistically significant at the .05 level."[20] Ninety - nine of the students mastered the Voter Registration objective, 72 students mastered the Change of Address objective, 47 students mastered the Drivers License Test objective, and 61 students mastered the Classified Ads objective. The special groups instruction sessions set up by the project contributed to this mastery of the posttest.

---

[19] Ibid., p. 29.

[20] *Ibid.*, p. 70.

RECOMMENDATIONS

Wise use of documentation associated with an educational innovation requires the charting of future directions. Ideally, one thinks of his/her involvement in educational change as the direction that is most compelling. However, due to the increasing number of constraints under which urban school districts operate, and the expanding range of demands from school clients, group concerns suggest the rendering of workable recommendations.

1. The career awareness portion of the K-12 UCEP should be refined and expanded to include all elementary schools in the DISD.

The positive impact of the urban career education effort produces the most identifiable and significant educational gains at the K-6 level. Based on our interpretation of evaluative data, the infusion of career education concepts into the curriculum improves some student's scores of the Iowa Test of Basic Skills (ITBS), Metropolitan Readiness Test (MRT), and the Criterion-Referenced Test (CRT). In view of the fact that there is no readily recognizable and systematic teacher support system at the elementary level, perhaps attention should be focused there. The approach must be one that strengthens, rather than distracts from the major emphasis at this level on basic skill acquisition.

2. The staff development and community involvement plans should be used as the foundation for similar efforts in a transported or expanded comprehensive career education model.

Encouraging feedback from many participants and community participation levels provide the basis for this recommendation. A total 1,979 classroom infusions of career education, 223 site visits and 420 resource speakers provided ample evidence that teachers, counselors, students, community persons and principals support career education.

3. A community resource bank should be established in the various sub-districts of the DISD.

The key to the "classroom without walls" concept of community involvement is the rapid delivery of resources to the teacher with the bureaucratic paperwork minimized. For example, the large number of site visits taken by participants in the UCEP is directly attributable to a response time of two to four days. This compares favorably, given other time constraints, to the district response time of two weeks.

4. The career education infusion process can be simplified and used as a technique for enriching the offerings of the DISD baseline curriculum.

Since good instruction invariably features attention to basic life skills and career education concepts, many teachers are already utilizing the process. This situation provides the practical examples needed to induce other teachers to embrace career education. The adoption of the Basic Objectives Achievement Test (BOAT) as a graduation requirement by the school district, provides further justification to the use of K-12 instructional strategies that equip students with basic life skill competencies.

5. The development of a K-8 career education infusion model for all elementary schools and middle schools would bolster the district's attempts to provide student options within the action learning framework.

The quality and variety of action learning options provided by the district at the secondary level demands a strong career awareness program at the elementary level. Parents and students are faced with a decision making process that is being ever expanded through the offerings of Skyline CDC, Magnet Schools, cooperative education and occupational education. The inference can be made from test data that the project produced fewer significant correlations with achievement variables at the secondary level. This situation could be interpreted to suggest that early program intervention will produce progressive achievement results. In another sense, one might postulate that increased career education competencies in students can be associated with achievement score gains in an ascending fashion.

A one or two year pilot effort with appropriate criterion-referenced measures should be inaugurated to test the effects of the early introduction of career education concepts in selected elementary schools from each sub-district. This procedure will enable the career education infusion process to be refined, expanded, and transported.

6. The district should continue and intensify efforts to provide all students with quality work experiences at the secondary school level.

Conversations with employers, students, parents, teachers, and counselors reveals the value of exposure to the world of work. Career shadowing, interning, and non-traditional part time working experiences are excellent methods to demonstrate the relationship between the education and economic communities.

7. A career education instruction support system for elementary, middle, and senior high school teachers should be installed. This system could provide the instructional and institutional assistance needed to disseminate the proven curriculum process.

Teachers and parents view the infusion, integration, or weaving of career education concepts into curricular offerings as a very positive approach. Constant attention must be given to providing quality experiences for students without distracting from their overall development. At all times, teachers and clients must realize that, although career education is a very important strand in instruction, it is only one approach.

8. The cost effectiveness of the UCEP and the impact of the treatment in the project schools suggests dissemination to cities with comparable demographic characteristics.

The relationships established between the career education exposure index and the attainment of increased achievement scores holds promise for all urban school districts. Plagued with economic and social factors that compete with solutions that are purely educational, the collaborative element of the UCEP might generate useful options.

9. The use of "college fairs" and "career days" should be encouraged. These information sharing sessions offer opportunities for secondary students to develop educational and career goals.

Although the nature of these community participation efforts varies, the critical elements are broad-based representation and adequate lead time. Representatives of each gender, various ethnic groups, post-secondary and higher education institutions, business/labor/industry, government, and the professions must be utilized. Students at the middle school as well as senior high school level should be given career information at these sessions. At all times, care must be given to long and short-ranged student planning needs.

10. The K-12 Urban Career Education Project should be used as a model in "networking" arrangements with other cities seriously considering the adoption and implementation of comprehensive career education programs.

The project has produced a trained cadre of managers and teachers, operational community action groups, adaptable career education infusion strategies, and an evaluation design. Other school districts might benefit from the experiences gained in the development, implementation, and dissemination of the Dallas project.

11. Continued emphasis at the district level should be directed toward improving the infusion process. The progressive nature of learning advancements might be examined to determine whether or not criteria are mastered in a low to high order direction.

For example, Table 30 depicts F scores of 13.2 (7th grade) and 88.1 (8th grade) indicating a positive association between student mastery of BLOs and level of career education infusion. However, the 33% and 38% respective correct response scores leaves quite a bit to be desired. Since mastery of the BLOs is the priority of the needs assessment, it follows that instruction must be strengthened in grades 7 and 8. This pattern continues at the secondary grade 12. This condition will undoubtedly demand more structure and emphasis from teachers, as well as assistance from the community resource component.

12. The DISD should recognize the instructional strengths and weaknesses revealed by the SHARP administration. Additional strategies should be developed that would aid DISD in the recently adopted competency test program.

Some of the testing procedures, classroom techniques, and management tactics used for the SHARP administration have strong implications for the BOAT administration. Central administrators, principals, test coordinators, and teachers should be apprised of these developments through meetings and workshops. Members of the project staff (notably evaluators), the director, and coordinators, could deliver the information.

Table 29
Analysis of Senior Performance on SHARP

Objective	Pop. Est.		Retest Grp.		Naive Grp.		Was Binomial Test Significant?
	Posb. Pass	Posb. Fail	# Pass	# Fail	# Pass	# Fail	
Membership Discount Store	.27	.73	43	112	25	50	No
Voter Registration	.47	.53	99	56	62	13	Yes
Change of Address	.54	.46	72	83	51	24	Yes
Rental Application	.56	.44	78	77	48	27	No
Drivers License Test	.52	.48	47	108	48	27	Yes
Reading Signs	.59	.41	67	88	44	31	No
Classified Ads	.50	.50	61	94	47	28	Yes
Blank Check	.54	.46	90	65	42	33	No
Income Tax Form	.59	.41	78	77	47	28	No
Job Resume'	.47	.53	44	111	41	34	No
Bank Statement	.44	.56	41	114	31	44	No
Utility Bill	.34	.66	29	126	17	58	No
TOTAL	.54	.46	53	102	46	29	No

TABLE 30
STUDENT PERFORMANCE ON K-12 UCEP CRT

GRADE K-3

	GRADE	MEAN	% CORRECT	S.D.	N.	Infusion Level	
						B.	F.
LEVEL A	K	20.5	57	10.8	903	.0028	17.00 **
	1	25.4	71	10.9	1025	-.0010	1.75
LEVEL B	2	23.3	65	10.0	967	.0029	16.09 **
	3	25.3	70	10.5	1031	.0012	1.25

GRADES 4-6
LEVEL C

GRADE	MEAN	% CORRECT	S.D.	N.	Infusion Level		Reading Group	
					B_1	F	B_2	F
4	40.6	52	14.7	486	.016	34.17**	-.88	1.44
5	36.8	47	12.3	658	.0003	.019	4.56	103.02**
6	44.7	57	14.5	563	.0028	1.69	4.13	46.61**

GRADES 7-12

	GRADE	MEAN	% CORRECT	S.D.	N.	Infusion Level	
						B.	F.
LEVEL D	7	42.0	33	18.2	1852	-.0106	13.2**
	8	47.6	38	20.28	1915	.0266	88.1**
LEVEL E	9	45.4	34	21.6	1401	.0129	13.7**
	10	54.5	41	21.9	1087	.0084	5.86
	11	61.0	46	24.3	962	-.0029	.69
	12	67.8	51	23.1	633	-.0050	1.118

Table 31
Student Performance on ITBS/ITED Reading

Grade	N	Posttest		Pretest				Infusion Level	
		Mean	S.D.	Mean	S.D.	B_1	F	B_2	F
1	400	1.8	.89	47.6[a]	13.0	.0302	90.9**	-.0001	.597
2	721	2.7	1.06	2.0	.90	.8903	963.3**	.0001	4.6
3	770	2.9	.99	2.3	.85	.9092	1209.2**	-.0001	2.4
4	924	3.4	1.15	2.9	.99	.7397	670.9**	.0010	41.4**
5	981	3.9	1.42	3.4	1.15	.9216	1214.7**	-.0002	1.8
9	1094	21.9	8.8	20.2	7.0	.6668	435.1**	.0002	.02
10	944	24.1	10.6	22.6	9.2	.7629	700.7**	.0003	.04
11	880	27.1	12.7	24.2	10.9	.9313	1531.8**	.0012	.95
12	614	27.7	13.3	24.7	11.7	.9474	1406.6**	.0016	.92

[a] Pretest for Grade 1 was MRT Pre-Reading subtest. Mean is shown in raw score units.

Table 32
Student Performance on ITBS/ITED Mathematics

Grade	N	Posttest		Pretest				Infusion Level	
		Mean	S.D.	Mean	S.D.	B_1	F	B_2	F
1	400	1.6	.67	13.2[a]	4.7[a]	.0849	227.4**	-.0002	12.9**
2	721	2.2	.61	1.6	.53	.8245	774.3**	.0001	1.53
3	770	2.8	.77	2.3	.69	.8464	1071.6**	.0001	.72
4	924	3.4	1.00	2.9	.87	.8870	1384.3**	.0004	13.7**
5	981	3.3	1.14	3.2	.95	1.0032	2254.1**	.0000	.51
9	1094	6.7	2.7	6.5	2.4	.2481	53.4**	-.0004	.61
10	944	7.0	3.1	6.7	2.6	.3887	114.8**	-.0010	4.3
11	880	7.4	3.5	7.0	3.1	.5667	291.0**	-.0007	2.0
12	614	7.3	3.7	7.1	3.3	.6472	300.4	-.0002	.05

Table 33
Student Performance on MRT Pre-Reading and Quantative

Grade	N	Test	Mean	S.D.	Infusion Level	
					B_1	F
K	903	Pre-Reading	19.5	19.89	.0089	51.65**
K	903	Quantatative	5.9	6.4	.0026	42.83**

DISCUSSION: THE END OR NEW BEGINNINGS

A thorough examination of the procedures, activities, processes, and events undertaken during the project was quite revealing. For example, the major components and their operations were undergirded by an appreciation for learning theory. Classroom instruction using the infusion process, took account of positive reinforcement, procedural and propositional learning patterns, elements of behaviorism, gestalt psychology, motivational theory, and group dynamics. Thus, the reader traced a process that relied on proven psychological and learning approaches to instruction.

The developmental and implementation procedures discussed in chapters 1-4 supplied the mechanics to be considered by other urban school districts. However, the importance of a mutually supportive climate between education and the world of work was not over-emphasized. Due to the responsiveness of the Dallas community, the K-12 UCEP claimed legitimate success. Others must garner similar support from the total community. Without total commitment from the economic community, it was impossible to embrace career education as a strategy that produced a quality educational program.

NEW BEGINNINGS

Many areas of improvement can be outlined at this juncture. As in any learning experience, one gains as much insight into what should be done as one does into what should not be done. This undertaking had it's share of both perspectives. However, the movement from the positive lessons learned was far more critical to the attainment of our goals. For example, the inference can be made that the difficulty level of objectives from kindergarten to first grade and second grade to third grade might be raised in future career education attempts. This assertion is supported by data indicating the lack of a difference between treatment and control groups in the first and third grades.

The decision to provide reading assistance for non-readers in grades 4-6 does not produce an effect. As an example, data revealed that the 4-6 readers perform better on the Criterion-Referenced tests anyway. Our efforts to minimize the ability to read variable as a factor in the test results prove negligible.

Although major attention is given to all grade levels, the most encouraging data is derived from kindergarten and the fourth grade. Noteworthy results in reading, mathematics, and career education are attained by project students at these grade levels. These results support the belief of career education proponents that concepts should be introduced in the elementary grades.

The absence of definitive answers in many areas bids us to continue the press for solutions. In order to reap the payoffs of the work done in Dallas, Texas and Detroit, Michigan, it is wise to use what has been learned in the K-12 Urban Career Education Projects. The desirable elements of each project can be used to confirm the efficacy of career education in urban schools. Additional probes must be made in those areas that were less fruitful, with the understanding that a start has been made. Perhaps, our adopted credo can provide the local, state, and federal initiative to continue.

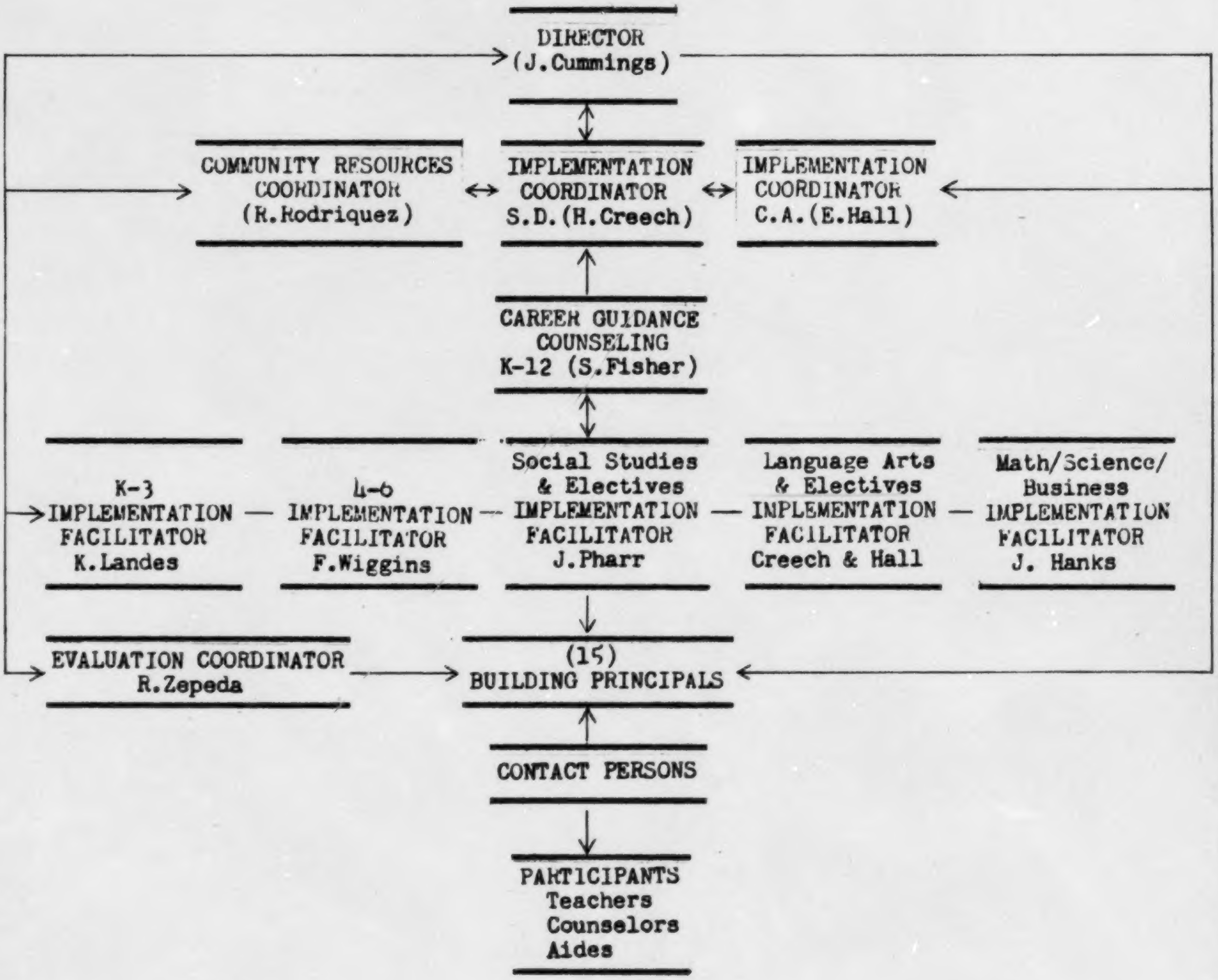
"If the Mind Can Conceive It,
If The Spirit Can Make It Moral For The People,
If The Indomitable Environment Will Permit It,
Then The Physical Being Can Accomplish Anything."

Si La Mente Puede Concevirlo,
Si El Espiritu Lo Puede Hacer Mora Para La Gente,
Si El Ambiente Indomable Lo Permite,
Entonces, El Ser Fisico Puede Conseguir Cualquier Cosa.

APPENDIX

URBAN CAREER EDUCATION PROJECT

IMPLEMENTATION: COMMUNICATION RELATIONSHIPS


DIRECTOR
(J.Cummings)
COMMUNITY RESOURCES
COORDINATOR
(R.Rodriquez)
IMPLEMENTATION
COORDINATOR
S.D.(H.Creech)
IMPLEMENTATION
COORDINATOR
C.A.(E.Hall)
CAREER GUIDANCE
COUNSELING
K-12 (S.Fisher)
K-3
IMPLEMENTATION
FACILITATOR
K.Landes
4-6
IMPLEMENTATION
FACILITATOR
F.Wiggins
Social Studies
& Electives
IMPLEMENTATION
FACILITATOR
J.Pharr
Language Arts
& Electives
IMPLEMENTATION
FACILITATOR
Creech & Hall
Math/Science/
Business
IMPLEMENTATION
FACILITATOR
J. Hanks
EVALUATION COORDINATOR
R.Zepeda
(15)
BUILDING PRINCIPALS
CONTACT PERSONS
PARTICIPANTS
Teachers
Counselors
Aides

LEARNI MODULE
CAREER EDUCATION

TEACHER EVALUATION
(Elementary)

SUBJECT:

GRADE LEVEL:

CAREER EDUCATION
LEARNER OUTCOME:

BASELINE OBJECTIVE:

PERFORMANCE OBJECTIVE:

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. How was BLO and Baseline Objective interwoven with curriculum for maximum results? Describe briefly.	1. Student interest and involvement level - state in %.	1. What variety of resources used in teaching this module?
2. Was there a measurable increase in student assimilation of curriculum due to career concept infusion?	2. Teacher satisfaction with infusion in this unit of instruction. (one or two sentences)	2. What resources most effective in ingrossing students?
	3. Briefly describe two most successful activities and why he/she felt results were positive.	3. What further resources would enhance this module?

EVALUATIVE STATEMENT: What percentage of students achieved mastery of both curriculum content and career concepts?

CAREER EDUCATION - TEACHER EVALUATION FORM (Secondary)

Teacher Name

Subject

Grade Level

Identify BLO/ Baseline Curriculum Combination Addressed		List Activities/ Resources Involved In The Teaching Of The Infused Lesson	List Criteria And Results of Mastery Of The Lesson
B.L.O.	Baseline Curriculum Content		

K-12 URBAN CAREER EDUCATION PROJECT
Observation Report

School ____________________ Instructor ____________________

Date ____________ No. of Students __________ Subject/Grade ____________

Lesson Title ____________________ Observer ____________________

Lesson Analysis

1. What was the objective of the lesson?
   a. Career (BLO) ________________________________
   b. Baseline Mastery ________________________________
   c. Performance Objective ________________________________

2. Was the purpose achieved?
   a. BLO ____Yes ____ No
   b. Baseline Master ____Yes ____ No
   c. Performance Objective ____Yes ____ No.

3. Did teacher complete 1. Module ____Yes ____No
   2. Evaluation ____Yes ____No

4. Were the objectives appropriate for this group of learners? ____Yes ____No

5. Methods

	Used by Teacher	Could Have Been Used Effectively
a. Discussion		
b. Hands-On		
c. Role-playing		
d. Simulation		
e. Interview		
f. Demonstration		
g. Other(s)____________		

6. Materials

	Used by Teacher	Could Have Been Used Effectively
a. Games ____________		
b. Activity ____________		
c. Displays		
d. Bulletin Boards		
e. Other(s)____________		

7. Was instruction individualized to accommodate various learning styles?

   a. Were tasks varied according to level of difficulty? ____Yes ____No

   b. What types of questions for assimilation were used?

      1. reiteration (low level) ____Yes ____No
      2. comprehension (high level) ____Yes ____No

8. Number of students who were uninvolved. ________

9. Record the number of students involved in the following behaviors:

   ____questioning ____responding ____focused ____initiating

10. Teacher behavior and attitude toward students and lesson. (Check all descriptors that apply.)

Teacher behavior

democratic ____
responsive ____
concerned ____
stimulating ____

imaginative ____
innovative ____
alert ____
____

Teacher attitude

involved ____
bitter ____
antagonistic ____
apologetic ____
excusatory ____
motivated ____

evasive ____
well prepared ____
enthusiastic ____
innovative ____
cooperative ____
____

11. Level of understanding of infusing career outcomes into the curriculum.

    High ____ Medium ____ Low ____

12. Describe the facilities. ____

____

____

____

____

COUNSELOR INVOLVEMENT

School	Group Sessions	Field Trips	Resource Speakers	Career Days	College Days	Referral	Counselor Workshop	Total
South Oak Cliff	35	19	60	2	2	26	4	148
Roosevelt	20	4	20	1	1	3	2	51
Storey	10	8	28	1	0	8	1	56
Holmes	10	4	30	2	0	6	1	53
Stone	10	4	21	1	0	4	1	41
Ervin	3	5	5	0	0	0	0	13
Total	88	44	164	7	3	47	9	362

BIBLIOGRAPHY

Administrator's Career Education Implementation Guide. Partners in Career Education. Arlington, Texas, 1977.

Basic Learner Outcomes for Career Education. Texas Education Agency. Austin, Texas, 1973.

Career Education Workshop Participant's Guide. Partners in Career Education. Arlington, Texas, 1977.

Chase, Francis S. A Report of a Study of Instruction and Other Influences on Learning on the Dallas Independent School District. Dallas, May 1974; July, 1975.

______________________. "The Administrator as Implementor of the Goals of Education For Our Time." Administrator's Notebook. XXV. No. 1. Chicago, 1976-77.

______________________. Urban Education Studies 1977-78. Chicago, May, 1978.

Cummings, J. R. "The Need is Apparent." An Article on the K-12 Urban Career Education Project. Dallas Independent School District. Dallas, June, 1977.

Denton, William. K-12 Urban Career Education Infusion Project Needs Assessment. Dallas Independent School District. Report No. SE 77-049-6-7. Dallas, May, 1977.

______________________ and Will Kleck. K-12 Urban Career Education Infusion Practices For a Large Urban Setting. Dallas Independent School District. Report No. SE 77-049-52-7. Dallas, July, 1977.

Evans, Rupert N. Career Education and Vocational Education. Monographs on Career Education. U.S.O.E. Washington, 1975.

Grannis, G. Joseph. "Community, Competence, and Individuation: The Effects of Different Controls in Educational Environments" IRCD Bulletin. X no. 2. Spring, 1975.

Graves, Earl, ed. "Blacks and the Economy: An Annual Report - 1978" Black Enterprise. VIII No. 11. June, 1978.

Hilliard, Asa G. III. "New Future Imperatives and Educational Leadership." Educational Leadership. A.S.C.D. December, 1977.

Hoyt, Kenneth. Career Education: A Newsletter Series. Science Research Associates, Inc. 1975.

____________________. Career Eudcation and the Business - Labor - Industry Community. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. Career Education for Special Populations. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. Community Resources for Career Education. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. K-12 Classroom Teachers and Career Education: The Beautiful People. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. Refining the Career Education Concept. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. Relationship Between Career Education and Vocational Education. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. Teachers and Career Education. Monographs on Career Education. U.S.O.E. Washington, 1976.

____________________. The School Counselor and Career Education. Monographs on Career Education. U.S.O.E. Washington, 1976.

Infused Curriculum Modules. Partners in Career Education. Arlington, Texas, 1977.

Marland, Sidney P. Jr. Career Education Update. National Advisory Council for Career Education, 1976.

Matrix of Basic Learner Outcomes for Career Education. Partners in Career Education, Arlington, Texas, 1976.

Moore, Charles Guy. Baby Boom Equals Career Bust. Monographs on Career Education. U.S.O.E. Washington, 1977.

Needs Assessment and Evaluation Guide for Career Education. Partners in Career Education. Arlington, Texas, 1977.

Parent Advisory Council Planning Guide. ESAA Title I Dallas Independent School District. 1977-78.

Super, Donald E. Career Education and the Meanings of Work. Monographs on Career Education. U.S.O.E. 1976.

Terkel, Studs. Working. Phanton Books, New York, 1972.

Tolbert, E. L. Counseling for Career Development. Boston, 1974.

Treasury of Proverbs and Epigrams. Avenue Books. New York, 1972.

Webster's New World Dictionary. The World Publishing Company. New York, 1960.

Zepeda, R. A. And Becca Wells. Final Evaluation Report: Phase I and II. Dallas Independant School District, Department of Research and Information Systems. Dallas, 1978.